

Members

Rep. Robert Behning, Co-Chairperson
Rep. Rhonda Rhoads
Rep. Wendy McNamara
Rep. Greg Porter
Rep. Shelli VanDenburgh
Rep. Clyde Kersey
Sen. Dennis Kruse, Co-Chairperson
Sen. Ryan Mishler
Sen. Ron Grooms
Sen. Earline Rogers
Sen. Frank Mrvan
Sen. Timothy Skinner



INTERIM STUDY COMMITTEE ON EDUCATION ISSUES

Legislative Services Agency
200 West Washington Street, Suite 301
Indianapolis, Indiana 46204-2789
Tel: (317) 233-0696 Fax: (317) 232-2554

LSA Staff:

Irma Reinumagi, Attorney for the Committee
Francine Rowley-Lacy, Attorney for the
Committee
David Lusan, Fiscal Analyst for the Committee
Chuck Mayfield, Fiscal Analyst for the Committee

Authority: IC 2-5-33.5

MEETING MINUTES¹

Meeting Date: September 29, 2011
Meeting Time: 1:00 P.M.
Meeting Place: House Chambers, State House, 200
W. Washington St.,
Meeting City: Indianapolis, Indiana
Meeting Number: 3

Members Present: Rep. Robert Behning, Co-Chairperson; Rep. Rhonda Rhoads;
Rep. Greg Porter; Rep. Shelli VanDenburgh; Rep. Clyde
Kersey; Sen. Dennis Kruse, Co-Chairperson; Sen. Ryan
Mishler; Sen. Ron Grooms; Sen. Earline Rogers; Sen. Frank
Mrvan.

Members Absent: Rep. Wendy McNamara; Sen. Timothy Skinner.

Co-chairperson Behning called the meeting to order at 1:05 p.m. and called upon LSA to distribute information developed by Purdue University from a survey of school superintendents concerning salaries for 2010-2011 (Exhibit A). John Ellis, Indiana Association of Public School Superintendents, stated that further information concerning compensation in addition to salaries is being collected, and will be available before December. LSA then distributed information concerning 4, 5, and 6 year graduation rates for high schools (Exhibit B).

¹ These minutes, exhibits, and other materials referenced in the minutes can be viewed electronically at <http://www.in.gov/legislative>. Hard copies can be obtained in the Legislative Information Center in Room 230 of the State House in Indianapolis, Indiana. Requests for hard copies may be mailed to the Legislative Information Center, Legislative Services Agency, West Washington Street, Indianapolis, IN 46204-2789. A fee of \$0.15 per page and mailing costs will be charged for hard copies.

Co-chairperson Behning presented PD 3070, concerning superintendent employment contracts, as a possible recommendation of the Committee (Exhibit C). The PD was adopted by a vote of 8-2.

Karen Diamond, Purdue University, spoke about the importance of early childhood education in assuring that a child will graduate from high school (Exhibit D). Whether a child is reading at grade level by the end of grade 3 can be used as a predictor of whether that child is likely to finish high school. A child's reading skills during kindergarten can be used to predict whether the child will be reading at grade level by the end of grade 3.

Ted Maple, United Way of Central Indiana, presented information concerning the United Way's efforts in providing quality early education programs as well as policy recommendations for improving early childhood education (Exhibit E). The United Way assists in school readiness and early reading proficiency through a variety of programs directed towards children and parents.

Jeff Kucer, PNC Bank, spoke about PNC's program Grow Up Great, a program that provides assistance to community groups that work with children up to age 5 and their families. PNC sees early childhood education and school readiness as important in ensuring that the children grow up to be productive members of society.

Dianna Wallace, Indiana Association for the Education of Young Children, presented recommendations from the Association for a comprehensive, high-level early childhood system with coordinated governance through a state early childhood advisory council, and an integrated professional development system that attracts, educates, and retains high-quality early childhood educators and administrators (Exhibit F).

Sally Sloan, Indiana Federation of Teachers, presented information concerning the Federation's position on the importance of early childhood education (Exhibit G).

Callie Marksbarry, Lafayette Education Association, discussed Lafayette's program of early childhood education and the program's successes.

Nancy Pappas, Indiana State Teachers Association, spoke on the importance of school readiness and early childhood education for children's later education.

Tammy Moon, Indianapolis, spoke about the importance of social skills development on a student's future as an employee and citizen and the need to focus more attention on social skills in education.

Sen. Rogers asked the Committee to consider the following motion as a Committee recommendation: Create an advisory committee on early education that consists of early education leaders from around the state to provide technical and professional assistance to the Education Roundtable. The motion passed 10-0.

Jason Bearce, Commission on Higher Education, presented information concerning graduation rates for public two and four year post-secondary educational institutions in Indiana (Exhibit H). For two-year institutions, 6% of students will earn a degree within four years, while at four-year institutions, 33% of students will earn a degree with eight years.

Jennifer Schriver, Indiana State University, explained that the University has developed several initiatives to increase graduation rates. The University has a large at-risk population, and has focused its efforts on these students.

Dale Whittaker, Purdue University, West Lafayette, explained that the West Lafayette campus serves more traditional students than Purdue's regional campuses do. Regional campuses serve more adult and other non-traditional students, few of whom attend full-time. The University has invested in a number of initiatives to increase retention and, ultimately, graduation rates (Exhibit I).

John Applegate, Indiana University, discussed the University's regional campuses and the graduation rates at the campuses. About one-third of the total number of IU students attend a regional campus; many are non-traditional students who attend part-time and will stay in the local area upon graduation. IU has developed a blueprint plan for increasing student achievement and degree attainment at the regional campuses.

Gretchen Gutman, Ball State University, presented information concerning Ball State's initiatives for increasing retention and graduation rates. The school has undertaken value initiatives, allowing students to move more efficiently through the university (Exhibit J).

Richard Ludwick, Independent Colleges of Indiana, spoke concerning the role of independent colleges and universities (Exhibit K). Independent colleges educate approximately 20% of Indiana college students and awarded 35% of bachelors degrees in Indiana in 2009.

Ruth Rogers and Melody Lynch-Kimery, Marion University, presented information concerning the University's programs to ensure the success of 21st Century Scholars attending the University. The Scholars are provided support by mentors, tutors, and advisors, as well as social activities to ensure engagement with the community (Exhibit L).

David McFadden, Manchester College, spoke about programs at Manchester, including the Success Center, that support student achievement (Exhibit M). Manchester also has a graduation "guarantee", which provides that a full-time student who cannot finish a degree in four years may attend a fifth year at no cost.

Rebecca Muellen, American Association of University Professors, pointed out that not all students can finish degrees within certain time limits, as they may be forced by circumstances to leave school (Exhibit N).

Ted Miller, Indiana State Conference of the American Association of University Professors, discussed the role of the faculty in student success and graduation (Exhibit O). He pointed out that not all campuses or institutions will be able to have a high graduation rate, given the characteristics of the campus and its students.

Jeff Terp, Ivy Tech, discussed the role and mission of Ivy Tech as it relates to graduation rates for the institution (Exhibit P). Ivy Tech has a variety of programs to assist students in completing degree and certification requirements, and to prepare students for transfers to other institutions.

Co-Chairperson Behning presented the final report (Exhibit Q). As a quorum was no longer present, the final report was not officially adopted. The meeting was adjourned at 4:30 p.m.

School Superintendent Salary for 2010-11

Does not include Charter Schools

	Number				
	2007	2008	2009	2010	2011
Less than \$ 60,000	5	7	7	8	7
Between \$60,000 and \$ 70,000	0	2	2	1	0
Between \$70,000 and \$ 80,000	4	5	3	3	1
Between \$80,000 and \$ 90,000	43	22	10	9	8
Between \$90,000 and \$ 100,000	106	95	85	78	65
Between \$100,000 and \$ 110,000	49	67	74	75	75
Between \$110,000 and \$ 120,000	30	27	37	43	40
Between \$120,000 and \$ 130,000	14	22	24	22	20
Between \$130,000 and \$ 140,000	11	10	13	15	13
Between \$140,000 and \$ 150,000	8	6	7	11	13
Between \$150,000 and \$ 160,000	8	13	9	4	8
Between \$160,000 and \$ 170,000	4	6	7	8	9
Between \$170,000 and \$ 180,000	3	3	4	5	2
Between \$180,000 and \$ 190,000	2	2	3	5	3
Between \$190,000 and \$ 200,000	0	1	1	1	3
Between \$200,000 and \$ 210,000	0	0	0	2	1
Between \$210,000 and \$ 220,000	0	0	0	0	1
Between \$220,000 and \$ 230,000	0	0	1	1	1
Between \$230,000 and \$ 240,000	0	0	0	0	0
Between \$240,000 and \$ 250,000	0	0	1	1	0
Between \$250,000 and \$ 260,000	0	0	0	0	0
Between \$260,000 and \$ 270,000	0	1	1	1	0
Between \$270,000 and \$ 280,000	0	0	0	0	1
Total Reporting	287	289	289	293	271

Interim Study Committee on
Education Issues.
9/29/2011
Exhibit 1A

2010-11 School Superintendent Salary

Does not include charter schools

CORP NAME	SALARY	Rank	ADM	Rank
0015 Adams Central Community Schools	\$94,320	238	1,193.0	205
0025 North Adams Community Schools	\$95,500	226	1,953.0	135
0035 South Adams Schools	\$95,013	227	1,390.0	181
0125 M S D Southwest Allen County	\$150,000	26	7,071.0	32
0225 Northwest Allen County Schools	\$150,000	26	6,331.0	42
0235 Fort Wayne Community Schools	\$194,502	7	31,213.0	2
0255 East Allen County Schools	\$154,300	24	10,050.0	22
0365 Bartholomew Con School Corp	\$142,217	39	11,309.0	15
0370 Flat Rock-Hawcreek School Corp	\$100,000	185	954.0	227
0395 Benton Community School Corp	\$38,000	269	1,863.0	143
0515 Blackford County Schools	\$110,000	110	1,943.0	136
0615 Western Boone Co Com Sch Dist	\$108,758	120	1,791.0	144
0630 Zionsville Community Schools	\$133,076	50	5,644.0	47
0665 Lebanon Community School Corp	\$127,500	59	3,552.0	77
0670 Brown County School Corporation	\$100,000	185	2,102.0	122
0750 Carroll Consolidated Sch Corp	\$112,389	100	1,099.0	213
0755 Delphi Community School Corp	\$108,166	123	1,664.0	153
0775 Pioneer Regional School Corp	\$101,622	172	981.0	225
0815 Southeastern School Corp	\$113,145	94	1,551.0	164
0875 Logansport Community Sch Corp	\$92,920	247	4,243.0	62
1000 Clarksville Com School Corp	\$94,000	241	1,400.0	180
1010 Greater Clark County Schools	\$225,000	2	10,638.0	20
1125 Clay Community Schools	\$139,840	43	4,458.0	58
1150 Clinton Central School Corp	\$102,000	166	1,062.0	218
1160 Clinton Prairie School Corp	\$103,130	157	979.0	226
1170 Community Schools of Frankfort	\$115,375	85	3,233.0	84
1180 Rossville Con School District	\$98,030	207	1,039.0	219
1300 Crawford Co Com School Corp	\$96,240	221	1,632.0	158
1315 Barr-Reeve Com Schools Inc	\$99,596	196	746.0	254
1375 North Daviess Com Schools	\$100,960	177	1,131.0	207
1405 Washington Com Schools	\$105,000	137	2,529.0	105
1560 Sunman-Dearborn Com Sch Corp	\$115,260	86	4,192.0	63
1600 South Dearborn Com School Corp	\$105,561	135	2,966.0	89
1620 Lawrenceburg Com School Corp	\$97,000	216	1,874.0	140
1655 Decatur County Com Schools	\$104,000	151	2,153.0	120
1730 Greensburg Community Schools	\$125,478	62	2,325.0	110
1805 DeKalb Co Eastern Com Sch Dist	\$99,867	193	1,435.0	178
1820 Garrett-Keyser-Butler Com	\$99,759	194	1,788.0	145
1835 DeKalb Co Ctl United Sch Dist	\$118,000	81	3,976.0	68
1875 Delaware Community School Corp	\$108,150	124	2,666.0	97
1885 Wes-Del Community Schools	\$99,050	201	830.0	245
1895 Liberty-Perry Com School Corp	\$97,850	211	1,114.0	210

2010-11 School Superintendent Salary

Does not include charter schools

CORP NAME	SALARY	Rank	ADM	Rank
1900 Cowan Community School Corp	\$92,000	250	761.0	251
1910 Yorktown Community Schools	\$106,050	132	2,292.0	115
1940 Daleville Community Schools	\$94,925	235	815.0	248
1970 Muncie Community Schools	\$168,343	13	6,894.0	34
2040 Northeast Dubois Co Sch Corp	\$104,000	151	987.0	223
2100 Southeast Dubois Co Sch Corp	\$108,000	126	1,382.0	184
2110 Southwest Dubois Co Sch Corp	\$106,015	133	1,718.0	151
2120 Greater Jasper Con Schs	\$102,307	164	3,219.0	85
2155 Fairfield Community Schools	\$103,402	155	2,081.0	125
2270 Concord Community Schools	\$119,000	78	4,863.0	54
2275 Middlebury Community Schools	\$113,414	93	4,344.0	60
2285 Wa-Nee Community Schools	\$111,958	104	3,129.0	87
2305 Elkhart Community Schools	\$176,105	11	13,135.0	11
2315 Goshen Community Schools	\$117,476	84	6,371.0	40
2395 Fayette County School Corp	\$117,555	83	4,122.0	65
2400 New Albany-Floyd Co Con Sch	\$160,900	20	11,656.0	14
2435 Attica Consolidated Sch Corp	\$91,208	254	941.0	228
2440 Covington Community Sch Corp	\$95,000	228	990.0	222
2455 Southeast Fountain School Corp	\$94,082	240	1,301.0	195
2475 Franklin County Com Sch Corp	\$98,000	208	2,952.0	90
2645 Rochester Community Sch Corp	\$112,249	101	1,867.0	142
2650 Caston School Corporation	\$93,730	243	796.0	249
2725 East Gibson School Corporation	\$126,169	61	1,006.0	221
2735 North Gibson School Corp	\$119,304	77	2,131.0	121
2765 South Gibson School Corp	\$94,190	239	2,011.0	130
2815 Eastbrook Community Sch Corp	\$98,083	206	1,729.0	148
2825 Madison-Grant United Sch Corp	\$105,000	137	1,470.0	170
2855 Mississinewa Community School Corp	\$105,062	136	2,487.0	106
2865 Marion Community Schools	\$141,750	40	4,113.0	66
2940 Eastern Greene Schools	\$97,000	216	1,329.0	191
2950 Linton-Stockton School Corp	\$97,468	213	1,387.0	183
2960 M S D Shakamak Schools	\$87,500	260	856.0	241
2980 White River Valley Sch Dist	\$97,014	215	835.0	243
3005 Hamilton Southeastern Schools	\$160,000	21	18,687.0	5
3025 Hamilton Heights School Corp	\$137,864	45	2,291.0	116
3030 Westfield-Washington Schools	\$153,103	25	6,275.0	43
3055 Sheridan Community Schools	\$108,171	122	1,126.0	209
3060 Carmel Clay Schools	\$158,000	22	15,493.0	7
3115 Southern Hancock Co Com Sch Corp	\$147,787	30	3,328.0	81
3125 Greenfield-Central Com Schools	\$122,241	71	4,757.0	56
3135 Mt Vernon Community Sch Corp	\$112,595	98	3,645.0	74
3145 Eastern Hancock Co Com Sch Corp	\$93,500	245	1,127.0	208

2010-11 School Superintendent Salary

Does not include charter schools

CORP NAME	SALARY	Rank	ADM	Rank
3160 Lanesville Community School Corp	\$104,000	151	663.0	258
3180 North Harrison Com School Corp	\$105,000	137	2,251.0	117
3190 South Harrison Com Schools	\$114,475	90	3,206.0	86
3295 North West Hendricks Schools	\$105,000	137	1,904.0	138
3305 Brownsburg Community Sch Corp	\$150,000	26	7,548.0	30
3315 Avon Community School Corp	\$155,626	23	8,498.0	25
3325 Danville Community School Corp	\$118,000	81	2,598.0	99
3330 Plainfield Community Sch Corp	\$147,288	31	4,808.0	55
3335 Mill Creek Community Sch Corp	\$105,000	137	1,631.0	159
3405 Blue River Valley Schools	\$97,644	212	720.0	255
3415 South Henry School Corp	\$91,500	253	819.0	247
3435 Shenandoah School Corporation	\$101,290	175	1,388.0	182
3445 New Castle Community Sch Corp	\$115,049	88	3,801.0	71
3455 C A Beard Memorial School Corp	\$112,055	102	1,312.0	194
3460 Taylor Community School Corp	\$103,000	159	1,427.0	179
3470 Northwestern School Corp	\$103,171	156	1,638.0	157
3480 Eastern Howard School Corp	\$103,020	158	1,344.0	185
3490 Western School Corp	\$110,000	110	2,566.0	103
3500 Kokomo-Center Twp Con Sch Corp	\$135,000	47	6,489.0	37
3625 Huntington Co Com Sch Corp	\$101,457	174	6,014.0	44
3640 Medora Community School Corp	\$105,000	137	276.0	267
3675 Seymour Community Schools	\$114,923	89	4,279.0	61
3695 Brownstown Cnt Com Sch Corp	\$114,373	91	1,725.0	149
3710 Crothersville Community Schools	\$123,176	69	551.0	263
3785 Kankakee Valley School Corp	\$101,661	171	3,546.0	78
3945 Jay School Corp	\$118,861	79	3,643.0	75
3995 Madison Consolidated Schools	\$108,494	121	3,306.0	82
4000 Southwestern-Jefferson Co Con	\$98,733	205	1,324.0	192
4015 Jennings County Schools	\$111,701	105	5,005.0	53
4145 Clark-Pleasant Com School Corp	\$163,012	19	5,880.0	45
4205 Center Grove Com Sch Corp	\$145,000	34	7,658.0	28
4215 Edinburgh Community Sch Corp	\$95,685	225	900.0	235
4225 Franklin Community School Corp	\$125,000	63	5,070.0	52
4245 Greenwood Community Sch Corp	\$164,034	18	3,799.0	72
4255 Nineveh-Hensley-Jackson United	\$50,500	268	1,908.0	137
4315 North Knox School Corp	\$112,750	95	1,336.0	188
4325 South Knox School Corp	\$92,903	248	1,220.0	203
4335 Vincennes Community Sch Corp	\$99,752	195	2,684.0	95
4345 Wawasee Community School Corp	\$113,943	92	3,251.0	83
4415 Warsaw Community Schools	\$128,000	58	6,889.0	35
4445 Tippecanoe Valley School Corp	\$105,989	134	2,087.0	123
4455 Whitko Community School Corp	\$99,475	197	1,889.0	139

2010-11 School Superintendent Salary

Does not include charter schools

CORP NAME	SALARY	Rank	ADM	Rank
4515 Prairie Heights Com Sch Corp	\$100,000	185	1,449.0	176
4525 Westview School Corporation	\$93,673	244	2,330.0	109
4535 Lakeland School Corporation	\$100,465	181	2,197.0	118
4590 River Forest Community Sch Corp	\$141,358	41	1,556.0	162
4600 Merrillville Community School	\$131,721	52	7,052.0	33
4645 Tri-Creek School Corporation	\$124,780	64	3,664.0	73
4650 Lake Ridge Schools	\$112,436	99	2,029.0	127
4660 Crown Point Community Sch Corp	\$146,803	32	7,636.0	29
4670 School City of East Chicago	\$143,040	37	5,683.0	46
4680 Lake Station Community Schools	\$107,726	128	1,482.0	169
4690 Gary Community School Corp	\$130,000	54	11,161.0	16
4700 Griffith Public Schools	\$118,459	80	2,681.0	96
4710 School City of Hammond	\$136,184	46	14,332.0	10
4720 School Town of Highland	\$128,750	57	3,398.0	80
4730 School City of Hobart	\$138,488	44	3,977.0	67
4740 School Town of Munster	\$142,456	38	4,153.0	64
4760 Whiting School City	\$119,313	76	1,091.0	214
4770 Cass Township Schools	\$29,400	270	210.0	269
4860 M S D of New Durham Township	\$110,000	110	909.0	232
4900 Dewey Prairie Cons School Corp	\$29,400	270	168.0	271
4925 Michigan City Area Schools	\$145,000	34	6,722.0	36
4940 South Central Com School Corp	\$95,790	224	898.0	236
4945 LaPorte Community School Corp	\$133,334	49	6,348.0	41
5075 North Lawrence Com Schools	\$104,050	148	5,346.0	50
5085 Mitchell Community Schools	\$87,955	259	1,981.0	134
5245 Frankton-Lapel Community Schs	\$109,000	117	2,947.0	91
5255 South Madison Com Sch Corp	\$111,485	106	4,392.0	59
5265 Alexandria Com School Corp	\$100,000	185	1,603.0	160
5275 Anderson Community School Corp	\$131,000	53	8,308.0	27
5280 Elwood Community School Corp	\$103,000	159	1,670.0	152
5300 M S D Decatur Township	\$189,287	8	6,435.0	38
5310 Franklin Township Com Sch Corp	\$150,000	26	8,952.0	24
5330 M S D Lawrence Township	\$212,840	3	15,456.0	8
5340 M S D Perry Township	\$202,903	4	14,423.0	9
5350 M S D Pike Township	\$184,500	9	11,074.0	18
5360 M S D Warren Township	\$181,728	10	11,741.0	13
5370 M S D Washington Township	\$198,230	5	11,155.0	17
5375 M S D Wayne Township	\$195,000	6	16,003.0	6
5380 Beech Grove City Schools	\$167,000	16	2,628.0	98
5385 Indianapolis Public Schools	\$272,940	1	33,080.0	1
5455 Culver Community Schools Corp	\$108,059	125	1,075.0	216
5470 Argos Community Schools	\$90,000	255	675.0	256

2010-11 School Superintendent Salary

Does not include charter schools

CORP NAME	SALARY	Rank	ADM	Rank
5480 Bremen Public Schools	\$99,899	191	1,470.0	170
5485 Plymouth Community School Corp	\$122,960	70	3,537.0	79
5495 Triton School Corporation	\$95,000	228	1,026.0	220
5520 Shoals Community School Corp	\$104,050	148	646.0	259
5615 Maconaquah School Corp	\$102,000	166	2,314.0	111
5620 North Miami Community Schools	\$88,000	258	1,080.0	215
5625 Oak Hill United School Corp	\$100,900	178	1,565.0	161
5635 Peru Community Schools	\$85,500	262	2,293.0	114
5705 Richland-Bean Blossom C S C	\$120,600	72	2,803.0	94
5740 Monroe County Com Sch Corp	\$171,000	12	10,716.0	19
5855 Crawfordsville Com Schools	\$106,442	130	2,309.0	112
5900 Monroe-Gregg School District	\$110,000	110	1,554.0	163
5910 Eminence Community School Corp	\$54,000	266	525.0	264
5925 M S D Martinsville Schools	\$123,330	68	5,391.0	49
5930 Mooresville Con School Corp	\$109,000	117	4,523.0	57
5945 North Newton School Corp	\$100,000	185	1,461.0	172
5995 South Newton School Corp	\$96,863	219	906.0	233
6055 Central Noble Com School Corp	\$89,739	256	1,324.0	192
6060 East Noble School Corp	\$123,580	67	3,868.0	70
6065 West Noble School Corporation	\$130,000	54	2,571.0	102
6080 Rising Sun-Ohio Co Com	\$91,956	252	878.0	240
6145 Orleans Community Schools	\$102,408	163	837.0	242
6160 Springs Valley Com School Corp	\$101,473	173	984.0	224
6195 Spencer-Owen Community Schools	\$100,008	184	2,848.0	92
6260 Southwest Parke Com Sch Corp	\$99,868	192	933.0	230
6300 Rockville Community School Corp	\$95,000	228	826.0	246
6310 Turkey Run Community Sch Corp	\$81,600	263	554.0	262
6340 Cannelton City Schools	\$94,860	236	269.0	268
6445 Pike County School Corp	\$112,609	97	1,991.0	132
6460 M S D Boone Township	\$97,869	210	1,114.0	210
6510 East Porter County School Corp	\$110,940	108	2,390.0	108
6520 Porter Township School Corp	\$102,760	161	1,545.0	165
6530 Union Township School Corp	\$97,129	214	1,659.0	154
6550 Portage Township Schools	\$140,016	42	8,309.0	26
6560 Valparaiso Community Schools	\$168,000	14	6,385.0	39
6590 M S D Mount Vernon	\$97,000	216	2,308.0	113
6600 M S D North Posey Co Schools	\$110,000	110	1,344.0	185
6610 New Harmony Town & Twp Con Sch	\$98,820	203	169.0	270
6620 Eastern Pulaski Com Sch Corp	\$111,988	103	1,241.0	198
6630 West Central School Corp	\$107,000	129	891.0	239
6705 South Putnam Community Schools	\$99,004	202	1,242.0	197
6715 North Putnam Community Schools	\$109,000	117	1,752.0	147

2010-11 School Superintendent Salary

Does not include charter schools

CORP NAME	SALARY	Rank	ADM	Rank
6750 Cloverdale Community Schools	\$109,295	116	1,330.0	190
6755 Greencastle Community Sch Corp	\$111,140	107	2,029.0	127
6795 Union School Corporation	\$55,520	265	403.0	266
6805 Randolph Southern School Corp	\$92,097	249	562.0	261
6825 Randolph Central School Corp	\$102,000	166	1,657.0	155
6835 Randolph Eastern School Corp	\$87,000	261	936.0	229
6865 South Ripley Com Sch Corp	\$92,000	250	1,238.0	200
6895 Batesville Community Sch Corp	\$120,000	73	2,085.0	124
6900 Jac-Cen-Del Community Sch Corp	\$96,857	220	893.0	238
6910 Milan Community Schools	\$51,000	267	1,235.0	202
6995 Rush County Schools	\$112,621	96	2,593.0	101
7150 John Glenn School Corporation	\$97,887	209	1,872.0	141
7175 Penn-Harris-Madison Sch Corp	\$167,280	15	10,473.0	21
7200 School City of Mishawaka	\$120,000	73	5,172.0	51
7205 South Bend Community Sch Corp	\$145,000	34	19,948.0	4
7215 Union-North United School Corp	\$98,750	204	1,238.0	200
7230 Scott County School District 1	\$129,252	56	1,333.0	189
7255 Scott County School District 2	\$100,000	185	2,809.0	93
7350 Northwestern Con School Corp	\$110,000	110	1,535.0	166
7360 Southwestern Con Sch Shelby Co	\$100,034	183	665.0	257
7365 Shelbyville Central Schools	\$124,089	65	3,917.0	69
7385 North Spencer County Sch Corp	\$94,000	241	2,004.0	131
7445 South Spencer County Sch Corp	\$94,940	234	1,520.0	167
7495 Oregon-Davis School Corp	\$99,184	199	634.0	260
7515 North Judson-San Pierre Sch Corp	\$95,000	228	1,340.0	187
7525 Knox Community School Corp	\$100,462	182	2,017.0	129
7605 Fremont Community Schools	\$94,845	237	1,069.0	217
7610 Hamilton Community Schools	\$71,990	264	464.0	265
7615 M S D Steuben County	\$133,000	51	3,114.0	88
7645 Northeast School Corp	\$96,027	222	1,451.0	175
7775 Switzerland County School Corp	\$104,948	145	1,437.0	177
7855 Lafayette School Corporation	\$145,014	33	7,075.0	31
7865 Tippecanoe School Corp	\$135,000	47	11,787.0	12
7875 West Lafayette Com School Corp	\$124,000	66	2,158.0	119
7935 Tri-Central Community Schools	\$104,026	150	923.0	231
7945 Tipton Community School Corp	\$102,500	162	1,783.0	146
7995 Evansville Vanderburgh Sch Corp	\$166,872	17	23,440.0	3
8010 North Vermillion Com Sch Corp	\$89,425	257	748.0	253
8020 South Vermillion Com Sch Corp	\$100,743	180	1,989.0	133
8045 Manchester Community Schools	\$104,942	146	1,498.0	168
8050 M S D Wabash County Schools	\$101,000	176	2,397.0	107
8060 Wabash City Schools	\$99,194	198	1,454.0	173

2010-11 School Superintendent Salary

Does not include charter schools

CORP NAME	SALARY	Rank	ADM	Rank
8115 M S D Warren County	\$101,795	170	1,239.0	199
8130 Warrick County School Corp	\$115,247	87	9,905.0	23
8205 Salem Community Schools	\$105,000	137	2,037.0	126
8215 East Washington School Corp	\$105,000	137	1,653.0	156
8220 West Washington School Corp	\$100,764	179	904.0	234
8305 Nettle Creek School Corp	\$106,125	131	1,199.0	204
8355 Western Wayne Schools	\$104,611	147	1,136.0	206
8360 Centerville-Abington Com Schs	\$103,791	154	1,723.0	150
8375 Northeastern Wayne Schools	\$99,084	200	1,113.0	212
8385 Richmond Community Schools	\$120,000	73	5,472.0	48
8425 Southern Wells Com Schools	\$95,000	228	835.0	243
8435 Northern Wells Com Schools	\$108,000	126	2,598.0	99
8445 M S D Bluffton-Harrison	\$101,970	169	1,452.0	174
8515 North White School Corp	\$95,000	228	897.0	237
8525 Frontier School Corporation	\$93,500	245	772.0	250
8535 Tri-County School Corp	\$102,008	165	760.0	252
8565 Twin Lakes School Corp	\$110,911	109	2,549.0	104
8625 Smith-Green Community Schools	\$96,000	223	1,258.0	196
8665 Whitley Co Cons Schools	\$127,000	60	3,600.0	76
Minimum	\$29,400			
Average	\$113,941			
Weighted Average	\$141,854			
Maximum	\$272,940			

Superintendent's Compensation Survey

1. What is the annual salary of superintendent?
2. How many days are required to be worked each year?
3. How much vacation time or leave time is included in the annual superintendent's contract?
4. How much does the school district pay annually for superintendent's health insurance beyond what other employees receive?
5. Does the district pay into a retirement fund/account (i.e. 401K) other than the Teachers Retirement Fund for retirement benefits for the superintendent that is different than a teacher's benefit? Yes/no
If yes what is the dollar amount contributed annually above the amount provided to teachers at retirement?
6. Does the school district provide the superintendent with a car and pay for maintenance or provide a stipend for a car? Car provided Yes/No Car stipend Yes/No
If so how what is the approximate annual costs?
7. Does school provide the superintendent with a paid cell phone? Yes/No
If so was if the approximate annual cost?
8. Does school provide the superintendent with a living allowance for a home or provide a home? Yes/No
If there is an allowance what is the annual payment?
9. What other benefits are provided to the superintendent above and beyond what other employees receive? Yes/No
If so, what is the annual value of those other benefits?
10. What is the value of the total compensation package?

Indiana School Corporation Graduation Rates

2010 is Latest Rates that are Currently Available

Corp ID	Corp Name	2010 4 Year Graduation Rate	2009 4 Year Graduation Rate	2009 5 Year Graduation Rate	2008 4 Year Graduation Rate	2008 5 Year Graduation Rate	2008 6 Year Graduation Rate	2007 4 Year Graduation Rate	2007 5 Year Graduation Rate	2007 6 Year Graduation Rate
0015	Adams Central Community Schools	96.7%	94.2%	94.2%	87.8%	88.8%	88.8%	91.0%	92.0%	92.0%
0025	North Adams Community Schools	87.7%	91.5%	91.9%	87.5%	87.5%	87.5%	82.4%	82.4%	82.4%
0035	South Adams Schools	86.7%	83.7%	83.7%	84.4%	86.2%	86.2%	79.4%	79.4%	80.4%
0125	M S D Southwest Allen County	92.5%	93.1%	94.6%	94.7%	95.3%	95.5%	90.9%	93.8%	93.8%
0225	Northwest Allen County Schools	94.3%	92.9%	94.3%	95.6%	96.0%	96.0%	92.0%	94.7%	94.7%
0235	Fort Wayne Community Schools	85.4%	83.2%	85.1%	78.9%	80.9%	81.1%	75.3%	76.7%	76.8%
0255	East Allen County Schools	87.5%	89.3%	89.5%	81.3%	82.0%	82.2%	81.3%	81.5%	81.8%
0365	Bartholomew Con School Corp	83.5%	82.1%	84.4%	85.4%	85.9%	85.9%	81.6%	82.0%	82.3%
0370	Flat Rock-Hawcreek School Corp	85.2%	83.3%	83.3%	80.0%	83.3%	83.3%	86.7%	87.8%	87.8%
0395	Benton Community School Corp	90.4%	91.3%	91.3%	86.7%	88.3%	88.3%	84.9%	87.4%	87.4%
0515	Blackford County Schools	86.1%	87.0%	87.5%	75.4%	76.0%	76.0%	71.5%	72.1%	72.1%
0615	Western Boone Co Com Sch Dist	97.5%	93.2%	93.9%	92.6%	93.9%	93.9%	92.3%	93.8%	93.8%
0630	Zionsville Community Schools	98.3%	96.5%	96.5%	96.4%	96.6%	97.2%	94.9%	95.9%	95.9%
0665	Lebanon Community School Corp	95.3%	90.3%	92.0%	86.3%	88.5%	88.5%	82.9%	86.5%	87.3%
0670	Brown County School Corporation	89.3%	89.3%	91.0%	72.5%	75.3%	76.4%	81.5%	82.6%	83.2%
0750	Carroll Consolidated Sch Corp	92.9%	94.0%	95.2%	82.1%	85.3%	85.3%	81.0%	82.1%	82.1%
0755	Delphi Community School Corp	85.5%	90.5%	92.0%	86.4%	87.0%	87.0%	73.9%	74.8%	75.7%
0775	Pioneer Regional School Corp	88.2%	89.9%	91.3%	81.0%	83.5%	83.5%	77.3%	78.4%	78.4%
0815	Southeastern School Corp	88.4%	86.6%	87.3%	77.3%	77.3%	77.3%	72.3%	73.9%	73.9%
0875	Logansport Community Sch Corp	79.7%	79.5%	80.4%	82.1%	82.4%	82.4%	81.0%	82.8%	82.8%
0940	West Clark Community Schools	91.3%	87.5%	89.3%	90.9%	91.2%	91.2%	86.5%	87.6%	88.0%
1000	Clarksville Com School Corp	96.0%	92.6%	93.7%	79.2%	79.2%	79.2%	82.6%	82.6%	82.6%
1010	Greater Clark County Schools	80.2%	75.8%	76.8%	70.3%	72.3%	72.3%	68.8%	69.6%	69.6%
1125	Clay Community Schools	91.2%	83.0%	85.2%	81.6%	83.3%	83.3%	76.8%	77.4%	77.7%
1150	Clinton Central School Corp	82.4%	88.3%	89.6%	87.6%	88.7%	88.7%	90.1%	90.1%	90.1%
1160	Clinton Prairie School Corp	96.8%	98.4%	98.4%	85.9%	87.1%	87.1%	87.3%	87.3%	88.7%
1170	Community Schools of Frankfort	81.9%	76.7%	77.2%	75.7%	79.1%	79.1%	75.6%	76.9%	76.9%
1180	Rossville Con School District	88.2%	88.5%	88.5%	88.1%	91.0%	91.0%	85.7%	88.1%	88.1%
1300	Crawford Co Com School Corp	81.5%	84.0%	84.0%	66.5%	68.8%	69.3%	74.1%	74.8%	74.8%
1315	Barr-Reeve Com Schools Inc	100.0%	100.0%	100.0%	95.6%	95.6%	95.6%	95.1%	95.1%	95.1%
1375	North Daviess Com Schools	93.7%	90.9%	94.8%	95.9%	95.9%	95.9%	84.7%	84.7%	84.7%
1405	Washington Com Schools	74.2%	76.9%	81.5%	75.1%	77.8%	78.4%	71.1%	72.5%	72.5%
1560	Sunman-Dearborn Com Sch Corp	89.7%	87.3%	88.7%	90.9%	91.5%	91.5%	90.9%	91.5%	91.5%
1600	South Dearborn Com School Corp	86.1%	85.4%	87.4%	80.6%	82.1%	82.1%	79.0%	79.8%	79.8%
1620	Lawrenceburg Com School Corp	85.4%	87.0%	89.0%	81.4%	85.6%	85.6%	76.1%	79.6%	79.6%
1655	Decatur County Com Schools	92.4%	85.7%	86.3%	82.0%	82.0%	82.0%	81.1%	82.6%	82.6%

Interim Study Committee on Education
Issues - 9/25/2011
Exhibit #3

Indiana School Corporation Graduation Rates

2010 is Latest Rates that are Currently Available

Corp ID	Corp Name	2010 4 Year Graduation Rate	2009 4 Year Graduation Rate	2009 5 Year Graduation Rate	2008 4 Year Graduation Rate	2008 5 Year Graduation Rate	2008 6 Year Graduation Rate	2007 4 Year Graduation Rate	2007 5 Year Graduation Rate	2007 6 Year Graduation Rate
1730	Greensburg Community Schools	93.0%	95.1%	97.9%	91.7%	93.2%	93.2%	87.6%	89.1%	89.1%
1805	DeKalb Co Eastern Com Sch Dist	91.7%	84.6%	85.6%	85.4%	88.3%	88.3%	88.6%	88.6%	88.6%
1820	Garrett-Keyser-Butler Com	86.8%	94.1%	95.6%	88.9%	91.5%	92.3%	84.5%	84.5%	84.5%
1835	DeKalb Co Ctl United Sch Dist	87.0%	87.7%	91.1%	83.9%	86.1%	87.0%	78.4%	82.6%	83.2%
1875	Delaware Community School Corp	93.2%	90.8%	91.8%	85.7%	85.7%	85.7%	85.0%	85.0%	85.0%
1885	Wes-Del Community Schools	93.7%	96.7%	96.7%	87.7%	90.1%	90.1%	91.8%	92.9%	92.9%
1895	Liberty-Perry Com School Corp	97.5%	96.6%	96.6%	90.9%	93.6%	93.6%	87.2%	88.5%	88.5%
1900	Cowan Community School Corp	95.7%	89.8%	89.8%	84.8%	87.9%	87.9%	92.2%	92.2%	92.2%
1910	Yorktown Community Schools	95.3%	93.0%	94.1%	88.1%	89.3%	89.3%	93.2%	93.8%	93.8%
1940	Daleville Community Schools	78.7%	87.5%	87.5%	85.2%	86.9%	86.9%	81.6%	81.6%	81.6%
1970	Muncie Community Schools	90.3%	84.5%	85.4%	78.9%	81.5%	81.8%	73.4%	76.0%	76.0%
2040	Northeast Dubois Co Sch Corp	92.3%	91.0%	91.0%	86.3%	87.5%	87.5%	89.4%	89.4%	89.4%
2100	Southeast Dubois Co Sch Corp	87.6%	88.0%	88.9%	93.2%	93.2%	93.2%	92.9%	92.9%	92.9%
2110	Southwest Dubois Co Sch Corp	88.3%	85.1%	87.6%	82.1%	82.1%	82.1%	80.9%	80.9%	80.9%
2120	Greater Jasper Con Schs	91.1%	93.3%	93.3%	92.9%	93.3%	93.3%	93.9%	94.3%	94.3%
2155	Fairfield Community Schools	94.5%	95.1%	95.8%	91.5%	92.2%	92.2%	88.1%	88.7%	88.7%
2260	Baugo Community Schools	82.7%	73.2%	73.8%	72.8%	76.8%	76.8%	80.9%	80.9%	80.9%
2270	Concord Community Schools	90.2%	89.0%	92.0%	85.8%	87.7%	88.0%	78.1%	81.0%	81.0%
2275	Middlebury Community Schools	92.1%	92.7%	94.4%	87.1%	87.4%	87.7%	88.0%	88.0%	88.0%
2285	Wa-Nee Community Schools	94.7%	87.1%	88.0%	85.8%	87.2%	87.2%	84.0%	84.5%	84.5%
2305	Elkhart Community Schools	75.4%	70.4%	72.8%	62.7%	65.0%	65.2%	66.3%	69.0%	69.7%
2315	Goshen Community Schools	82.6%	74.5%	78.4%	70.3%	73.3%	73.3%	68.5%	71.3%	71.7%
2395	Fayette County School Corp	78.3%	75.8%	78.5%	68.2%	69.7%	70.5%	74.8%	77.7%	78.5%
2400	New Albany-Floyd Co Con Sch	86.8%	82.4%	83.3%	79.1%	80.2%	80.3%	73.8%	74.9%	74.9%
2435	Attica Consolidated Sch Corp	86.7%	94.0%	94.0%	80.7%	83.1%	83.1%	82.8%	84.4%	84.4%
2440	Covington Community Sch Corp	83.8%	86.0%	86.0%	82.2%	82.2%	83.6%	83.1%	84.4%	84.4%
2455	Southeast Fountain School Corp	91.3%	81.4%	85.3%	78.7%	79.8%	79.8%	92.4%	92.4%	92.4%
2475	Franklin County Com Sch Corp	78.0%	78.9%	82.4%	79.3%	80.2%	80.2%	79.6%	80.9%	80.9%
2645	Rochester Community Sch Corp	92.1%	78.8%	80.8%	81.8%	82.5%	82.5%	83.4%	83.4%	83.4%
2650	Caston School Corporation	81.5%	73.3%	76.0%	61.6%	61.6%	63.0%	73.5%	73.5%	73.5%
2725	East Gibson School Corporation	88.1%	90.9%	92.2%	84.9%	84.9%	86.0%	89.2%	90.4%	90.4%
2735	North Gibson School Corp	87.0%	83.2%	84.6%	82.1%	82.1%	82.1%	72.3%	73.0%	73.0%
2765	South Gibson School Corp	91.8%	90.7%	91.9%	83.0%	84.2%	84.2%	88.5%	89.9%	89.9%
2815	Eastbrook Community Sch Corp	83.0%	87.9%	87.9%	84.2%	86.2%	86.2%	75.5%	76.8%	76.8%
2825	Madison-Grant United Sch Corp	83.9%	82.4%	83.8%	76.3%	76.3%	76.3%	67.4%	68.2%	68.2%
2855	Mississinewa Community School Corp	94.9%	87.7%	88.9%	87.6%	88.2%	88.2%	86.5%	87.1%	87.1%

Indiana School Corporation Graduation Rates

2010 is Latest Rates that are Currently Available

Corp ID	Corp Name	2010 4 Year Graduation Rate	2009 4 Year Graduation Rate	2009 5 Year Graduation Rate	2008 4 Year Graduation Rate	2008 5 Year Graduation Rate	2008 6 Year Graduation Rate	2007 4 Year Graduation Rate	2007 5 Year Graduation Rate	2007 6 Year Graduation Rate
2865	Marion Community Schools	68.2%	72.8%	74.2%	66.2%	68.3%	68.8%	58.0%	60.8%	61.1%
2920	Bloomfield School District	97.4%	92.6%	92.6%	88.1%	89.3%	89.3%	89.4%	89.4%	89.4%
2940	Eastern Greene Schools	90.4%	79.0%	81.9%	74.6%	76.9%	76.9%	79.2%	79.2%	79.2%
2950	Linton-Stockton School Corp	86.5%	76.5%	77.6%	74.5%	77.4%	77.4%	74.7%	75.8%	75.8%
2960	M S D Shakamak Schools	93.4%	83.3%	85.0%	73.4%	74.7%	74.7%	71.8%	71.8%	71.8%
2980	White River Valley Sch Dist	86.4%	95.9%	95.9%	89.6%	89.6%	89.6%	82.1%	82.1%	82.1%
3005	Hamilton Southeastern Schools	92.3%	91.3%	92.0%	87.1%	88.7%	88.8%	89.1%	90.1%	90.4%
3025	Hamilton Heights School Corp	93.8%	91.5%	93.9%	84.1%	85.2%	85.7%	80.3%	81.5%	82.0%
3030	Westfield-Washington Schools	96.1%	94.7%	95.3%	92.9%	93.4%	93.4%	89.3%	89.3%	89.3%
3055	Sheridan Community Schools	85.9%	85.8%	86.8%	72.7%	77.8%	78.8%	85.4%	85.4%	85.4%
3060	Carmel Clay Schools	88.7%	94.1%	95.0%	90.5%	91.4%	91.4%	94.0%	94.6%	94.7%
3070	Noblesville Schools	93.4%	91.3%	93.0%	88.8%	90.5%	90.9%	86.0%	87.2%	87.2%
3115	Southern Hancock Co Com Sch Corp	91.7%	95.9%	95.9%	96.5%	96.5%	96.5%	94.2%	94.6%	94.6%
3125	Greenfield-Central Com Schools	90.4%	81.1%	81.8%	76.9%	77.4%	78.0%	72.6%	73.9%	73.9%
3135	Mt Vernon Community Sch Corp	88.9%	88.8%	89.7%	87.3%	88.9%	88.9%	82.9%	83.7%	83.7%
3145	Eastern Hancock Co Com Sch Corp	98.8%	96.3%	96.3%	87.0%	88.0%	88.0%	87.5%	87.5%	87.5%
3160	Lanesville Community School Corp	95.5%	92.2%	92.2%	95.0%	95.0%	96.7%	98.0%	98.0%	98.0%
3180	North Harrison Com School Corp	85.6%	81.3%	84.5%	83.8%	83.8%	83.8%	85.8%	86.9%	86.9%
3190	South Harrison Com Schools	91.4%	85.1%	86.8%	80.5%	80.8%	80.8%	82.6%	85.7%	85.7%
3295	North West Hendricks Schools	93.0%	85.6%	88.6%	81.4%	86.0%	87.6%	92.7%	92.7%	92.7%
3305	Brownsburg Community Sch Corp	91.2%	89.9%	92.1%	92.1%	94.3%	94.3%	89.4%	90.9%	90.9%
3315	Avon Community School Corp	93.3%	93.7%	95.4%	90.7%	91.3%	91.3%	85.7%	86.8%	87.2%
3325	Danville Community School Corp	95.5%	92.9%	93.4%	90.4%	90.4%	90.4%	84.7%	84.7%	84.7%
3330	Plainfield Community Sch Corp	98.0%	92.0%	93.6%	93.0%	93.7%	93.7%	90.1%	91.1%	91.1%
3335	Mill Creek Community Sch Corp	93.6%	92.2%	92.2%	95.8%	96.6%	96.6%	91.1%	91.1%	91.1%
3405	Blue River Valley Schools	78.0%	79.1%	79.1%	83.1%	83.1%	83.1%	82.1%	82.1%	82.1%
3415	South Henry School Corp	92.8%	92.2%	92.2%	85.7%	85.7%	85.7%	91.9%	91.9%	91.9%
3435	Shenandoah School Corporation	86.8%	83.5%	84.3%	83.8%	84.8%	84.8%	91.1%	91.1%	91.1%
3445	New Castle Community Sch Corp	73.9%	67.3%	69.8%	62.4%	63.9%	64.2%	66.7%	67.9%	68.2%
3455	C A Beard Memorial School Corp	90.0%	84.8%	86.4%	82.2%	83.2%	83.2%	80.9%	82.6%	82.6%
3460	Taylor Community School Corp	91.4%	85.2%	88.0%	84.9%	84.9%	84.9%	69.0%	73.0%	73.0%
3470	Northwestern School Corp	94.9%	91.0%	92.3%	93.0%	93.0%	93.0%	90.6%	91.3%	91.3%
3480	Eastern Howard School Corp	91.7%	94.9%	95.9%	89.9%	91.9%	91.9%	94.2%	95.3%	95.3%
3490	Western School Corp	96.1%	95.5%	95.5%	89.7%	90.3%	90.3%	87.7%	87.7%	87.7%
3500	Kokomo-Center Twp Con Sch Corp	88.2%	84.3%	88.1%	80.3%	84.4%	84.8%	77.0%	80.6%	80.6%
3625	Huntington Co Com Sch Corp	88.6%	89.1%	89.1%	84.2%	84.2%	84.7%	79.4%	81.7%	81.7%

Indiana School Corporation Graduation Rates

2010 is Latest Rates that are Currently Available

Corp ID	Corp Name	2010 4 Year Graduation Rate	2009 4 Year Graduation Rate	2009 5 Year Graduation Rate	2008 4 Year Graduation Rate	2008 5 Year Graduation Rate	2008 6 Year Graduation Rate	2007 4 Year Graduation Rate	2007 5 Year Graduation Rate	2007 6 Year Graduation Rate
3640	Medora Community School Corp	70.0%	67.6%	67.6%	87.5%	93.8%	93.8%	68.4%	73.7%	73.7%
3675	Seymour Community Schools	90.0%	87.5%	88.9%	84.6%	84.6%	84.6%	79.6%	81.3%	81.3%
3695	Brownstown Cnt Com Sch Corp	65.2%	73.0%	74.1%	69.7%	69.7%	69.7%	71.1%	72.3%	72.3%
3710	Crothersville Community Schools	72.3%	97.1%	100.0%	89.7%	89.7%	89.7%	82.5%	87.5%	87.5%
3785	Kankakee Valley School Corp	86.0%	71.5%	73.3%	76.1%	77.1%	77.1%	80.4%	81.1%	81.1%
3815	Rensselaer Central School Corp	89.5%	86.6%	90.1%	72.9%	72.9%	72.9%	78.6%	79.2%	79.2%
3945	Jay School Corp	84.1%	88.0%	89.3%	74.7%	76.4%	76.7%	78.0%	79.1%	79.1%
3995	Madison Consolidated Schools	72.0%	76.7%	78.6%	67.6%	70.4%	70.8%	68.2%	71.9%	72.3%
4000	Southwestern-Jefferson Co Con	83.3%	73.9%	77.2%	74.4%	75.2%	75.2%	76.7%	79.2%	79.2%
4015	Jennings County Schools	81.7%	85.0%	86.1%	78.6%	80.6%	80.9%	76.3%	77.6%	77.6%
4145	Clark-Pleasant Com School Corp	95.5%	93.6%	94.4%	86.9%	91.1%	91.1%	86.8%	89.7%	90.7%
4205	Center Grove Com Sch Corp	93.3%	93.6%	95.2%	88.0%	90.3%	91.0%	85.9%	87.7%	87.7%
4215	Edinburgh Community Sch Corp	95.8%	83.6%	86.9%	76.1%	77.5%	77.5%	64.1%	64.1%	64.1%
4225	Franklin Community School Corp	87.8%	83.3%	85.3%	85.1%	85.8%	85.8%	77.0%	78.9%	79.8%
4245	Greenwood Community Sch Corp	92.4%	91.6%	92.8%	83.3%	84.6%	84.6%	76.5%	79.2%	79.2%
4255	Nineveh-Hensley-Jackson United	85.1%	85.7%	87.8%	83.3%	87.7%	87.7%	77.7%	80.4%	80.4%
4315	North Knox School Corp	79.5%	78.2%	79.0%	80.3%	81.8%	81.8%	72.5%	75.6%	75.6%
4325	South Knox School Corp	92.8%	93.8%	95.1%	92.2%	93.3%	93.3%	89.2%	90.4%	90.4%
4335	Vincennes Community Sch Corp	80.0%	76.5%	78.1%	73.1%	75.1%	75.1%	77.3%	77.3%	77.3%
4345	Wawasee Community School Corp	83.4%	83.4%	85.2%	79.8%	82.6%	82.6%	73.0%	74.3%	74.3%
4415	Warsaw Community Schools	83.9%	74.9%	76.8%	80.6%	81.6%	81.6%	71.9%	74.1%	74.3%
4445	Tippecanoe Valley School Corp	80.4%	75.4%	77.7%	71.9%	75.3%	75.3%	68.1%	70.9%	70.9%
4455	Whitko Community School Corp	90.6%	84.9%	87.8%	80.1%	81.6%	81.6%	80.4%	81.8%	81.8%
4515	Prairie Heights Com Sch Corp	85.7%	90.0%	90.8%	83.3%	84.8%	85.6%	85.8%	85.8%	85.8%
4525	Westview School Corporation	89.2%	89.4%	89.4%	89.4%	89.4%	89.4%	92.2%	94.1%	94.1%
4535	Lakeland School Corporation	88.4%	81.9%	86.5%	75.8%	76.8%	77.9%	78.5%	79.1%	79.1%
4580	Hanover Community School Corp	92.9%	94.4%	95.1%	93.0%	93.0%	93.7%	90.7%	90.7%	90.7%
4590	River Forest Community Sch Corp	65.9%	70.4%	73.5%	61.6%	65.1%	65.1%	67.1%	67.1%	68.4%
4600	Merrillville Community School	90.8%	87.3%	90.0%	79.0%	81.8%	82.1%	77.7%	78.6%	78.7%
4615	Lake Central School Corp	85.4%	85.7%	87.1%	84.6%	85.9%	85.9%	83.4%	84.9%	84.9%
4645	Tri-Creek School Corporation	80.4%	84.1%	84.7%	79.6%	83.7%	83.7%	83.5%	84.7%	85.3%
4650	Lake Ridge Schools	72.2%	68.0%	74.1%	66.3%	66.3%	66.3%	69.5%	70.1%	70.1%
4660	Crown Point Community Sch Corp	93.6%	89.8%	92.9%	89.9%	93.2%	93.7%	86.4%	89.8%	90.2%
4670	School City of East Chicago	52.0%	55.7%	59.7%	53.9%	56.4%	56.7%	54.6%	58.5%	59.1%
4680	Lake Station Community Schools	71.4%	71.9%	76.0%	64.4%	66.7%	66.7%	68.6%	72.1%	72.1%
4690	Gary Community School Corp	66.8%	57.1%	57.9%	50.3%	51.3%	51.4%	46.5%	46.9%	46.9%

Indiana School Corporation Graduation Rates

2010 is Latest Rates that are Currently Available

Corp ID	Corp Name	2010 4 Year Graduation Rate	2009 4 Year Graduation Rate	2009 5 Year Graduation Rate	2008 4 Year Graduation Rate	2008 5 Year Graduation Rate	2008 6 Year Graduation Rate	2007 4 Year Graduation Rate	2007 5 Year Graduation Rate	2007 6 Year Graduation Rate
4700	Griffith Public Schools	89.0%	89.2%	90.2%	82.2%	82.6%	82.6%	82.0%	83.6%	83.6%
4710	School City of Hammond	69.5%	64.0%	65.7%	58.2%	61.6%	61.6%	58.6%	61.6%	61.7%
4720	School Town of Highland	91.0%	80.1%	81.4%	83.0%	84.0%	84.0%	81.6%	83.6%	83.6%
4730	School City of Hobart	88.6%	85.2%	87.7%	82.0%	83.9%	83.9%	78.9%	79.9%	80.2%
4740	School Town of Munster	95.2%	94.9%	95.6%	93.2%	94.8%	94.8%	95.7%	95.7%	96.0%
4760	Whiting School City	85.1%	91.3%	91.3%	74.6%	74.6%	74.6%	79.6%	79.6%	79.6%
4790	Dewey Township Schools	92.6%	90.0%	90.0%	79.2%	79.2%	79.2%	89.5%	94.7%	94.7%
4805	New Prairie United School Corp	93.8%	93.0%	93.6%	90.8%	91.3%	91.3%	94.9%	94.9%	95.4%
4860	M S D of New Durham Township	91.1%	80.0%	80.0%	73.0%	73.0%	73.0%	64.2%	64.2%	64.2%
4925	Michigan City Area Schools	75.2%	76.7%	78.0%	70.4%	71.6%	71.6%	59.7%	62.1%	63.1%
4940	South Central Com School Corp	88.7%	89.2%	89.2%	94.6%	94.6%	94.6%	89.5%	89.5%	89.5%
4945	LaPorte Community School Corp	86.9%	83.6%	86.3%	76.1%	79.4%	79.7%	81.8%	84.2%	84.2%
5075	North Lawrence Com Schools	84.6%	82.0%	83.8%	77.9%	80.5%	80.5%	81.7%	84.1%	84.3%
5085	Mitchell Community Schools	79.1%	73.6%	75.0%	75.3%	76.0%	76.6%	72.2%	73.5%	73.5%
5245	Frankton-Lapel Community Schs	91.8%	89.5%	90.0%	81.6%	84.1%	84.1%	90.0%	91.1%	91.1%
5255	South Madison Com Sch Corp	90.6%	90.0%	91.1%	90.8%	91.5%	92.3%	83.8%	84.5%	84.5%
5265	Alexandria Com School Corp	92.5%	85.4%	86.2%	78.2%	79.8%	79.8%	76.9%	76.9%	76.9%
5275	Anderson Community School Corp	59.6%	60.5%	64.6%	54.4%	57.0%	57.3%	59.3%	60.8%	61.0%
5280	Elwood Community School Corp	78.4%	91.1%	91.9%	90.3%	91.9%	91.9%	82.3%	83.7%	83.7%
5300	M S D Decatur Township	80.3%	73.1%	77.5%	71.0%	75.3%	75.6%	75.4%	77.0%	77.5%
5310	Franklin Township Com Sch Corp	86.4%	77.2%	81.4%	81.1%	85.1%	85.5%	76.1%	78.7%	79.1%
5330	M S D Lawrence Township	85.0%	85.0%	86.8%	79.2%	81.9%	82.2%	78.8%	80.0%	80.1%
5340	M S D Perry Township	83.7%	77.9%	79.6%	78.5%	79.8%	80.3%	78.0%	80.3%	80.5%
5350	M S D Pike Township	89.5%	86.1%	88.0%	74.3%	82.2%	82.2%	72.4%	77.0%	78.1%
5360	M S D Warren Township	77.4%	72.1%	73.0%	66.7%	67.1%	67.1%	71.7%	72.3%	72.4%
5370	M S D Washington Township	87.8%	86.0%	89.5%	85.6%	88.1%	88.2%	83.1%	85.0%	85.3%
5375	M S D Wayne Township	83.3%	74.7%	77.8%	70.0%	72.9%	73.8%	65.6%	68.3%	68.7%
5380	Beech Grove City Schools	88.7%	73.7%	76.0%	66.3%	67.9%	67.9%	73.6%	74.7%	74.7%
5385	Indianapolis Public Schools	58.3%	48.6%	53.5%	47.2%	50.4%	50.9%	46.1%	48.2%	48.6%
5400	School Town of Speedway	100.0%	96.6%	98.3%	86.3%	90.2%	91.2%	90.6%	91.7%	91.7%
5455	Culver Community Schools Corp	78.6%	71.1%	73.5%	75.0%	76.2%	76.2%	79.1%	80.2%	80.2%
5470	Argos Community Schools	88.0%	68.6%	70.6%	68.2%	68.2%	68.2%	71.9%	73.7%	73.7%
5480	Bremen Public Schools	92.3%	86.5%	88.3%	85.6%	88.8%	89.6%	81.4%	82.4%	84.3%
5485	Plymouth Community School Corp	84.7%	85.0%	86.7%	85.9%	86.3%	86.3%	84.9%	85.3%	85.3%
5495	Triton School Corporation	89.7%	86.5%	86.5%	84.4%	84.4%	84.4%	79.3%	80.5%	80.5%
5520	Shoals Community School Corp	72.5%	74.6%	76.3%	71.7%	76.1%	76.1%	73.4%	73.4%	73.4%

Indiana School Corporation Graduation Rates

2010 is Latest Rates that are Currently Available

Corp ID	Corp Name	2010 4 Year Graduation Rate	2009 4 Year Graduation Rate	2009 5 Year Graduation Rate	2008 4 Year Graduation Rate	2008 5 Year Graduation Rate	2008 6 Year Graduation Rate	2007 4 Year Graduation Rate	2007 5 Year Graduation Rate	2007 6 Year Graduation Rate
5525	Loogootee Community Sch Corp	82.7%	89.9%	91.0%	85.9%	85.9%	85.9%	94.4%	94.4%	94.4%
5615	Maconaquah School Corp	93.0%	83.6%	84.9%	80.2%	82.0%	82.0%	73.7%	76.8%	76.8%
5620	North Miami Community Schools	80.2%	81.6%	83.9%	79.4%	80.4%	80.4%	88.2%	89.2%	89.2%
5625	Oak Hill United School Corp	91.1%	88.3%	89.8%	92.3%	94.2%	94.2%	91.2%	92.8%	92.8%
5635	Peru Community Schools	95.0%	83.9%	88.4%	81.4%	83.7%	83.7%	69.3%	72.7%	72.7%
5705	Richland-Bean Blossom C S C	95.0%	91.4%	91.9%	84.2%	86.1%	86.1%	81.9%	83.7%	83.7%
5740	Monroe County Com Sch Corp	82.9%	79.4%	81.0%	78.9%	80.5%	80.7%	76.7%	78.6%	78.6%
5835	North Montgomery Com Sch Corp	96.4%	95.1%	95.1%	92.9%	92.9%	92.9%	87.1%	87.6%	87.6%
5845	South Montgomery Com Sch Corp	91.9%	93.8%	94.5%	93.7%	93.7%	93.7%	87.7%	89.0%	89.0%
5855	Crawfordsville Com Schools	92.3%	85.4%	87.1%	83.7%	85.8%	86.3%	76.4%	78.5%	78.5%
5900	Monroe-Gregg School District	88.9%	89.8%	90.6%	84.4%	85.9%	85.9%	89.2%	89.2%	89.2%
5910	Eminence Community School Corp	52.8%	86.7%	86.7%	71.7%	73.6%	73.6%	78.7%	78.7%	78.7%
5925	M S D Martinsville Schools	83.8%	76.3%	79.8%	73.5%	75.6%	75.6%	68.0%	74.5%	74.5%
5930	Mooresville Con School Corp	97.3%	95.3%	95.6%	90.2%	91.6%	91.6%	82.4%	89.0%	89.0%
5945	North Newton School Corp	77.8%	80.8%	80.8%	84.8%	85.7%	86.7%	75.6%	80.5%	80.5%
5995	South Newton School Corp	73.4%	77.7%	78.7%	76.8%	78.0%	78.0%	67.2%	68.7%	70.1%
6055	Central Noble Com School Corp	81.3%	81.8%	84.1%	84.4%	89.6%	93.5%	71.3%	72.2%	73.1%
6060	East Noble School Corp	75.6%	83.4%	86.8%	80.3%	84.0%	84.0%	73.8%	77.0%	77.4%
6065	West Noble School Corporation	82.4%	82.9%	85.5%	81.5%	83.3%	84.0%	82.3%	82.9%	82.9%
6080	Rising Sun-Ohio Co Com	84.6%	93.8%	93.8%	79.2%	80.5%	80.5%	84.0%	88.0%	88.0%
6145	Orleans Community Schools	98.6%	91.9%	91.9%	81.8%	81.8%	81.8%	88.2%	88.2%	88.2%
6155	Paoli Community School Corp	85.6%	84.0%	84.9%	72.9%	72.9%	72.9%	76.1%	76.8%	76.8%
6160	Springs Valley Com School Corp	80.6%	76.1%	76.1%	79.0%	79.0%	79.0%	79.1%	79.1%	79.1%
6195	Spencer-Owen Community Schools	73.5%	74.8%	76.1%	73.6%	76.4%	76.4%	76.0%	78.3%	78.3%
6260	Southwest Parke Com Sch Corp	80.2%	76.5%	78.8%	67.6%	67.6%	67.6%	79.8%	82.0%	82.0%
6300	Rockville Community School Corp	91.5%	90.1%	90.1%	74.6%	74.6%	76.1%	76.4%	77.8%	77.8%
6310	Turkey Run Community Sch Corp	75.6%	90.0%	90.0%	85.7%	87.8%	89.8%	79.7%	83.1%	83.1%
6325	Perry Central Com Schools Corp	96.0%	91.3%	92.2%	86.2%	86.2%	86.2%	93.0%	94.2%	94.2%
6340	Cannelton City Schools	73.9%	70.8%	70.8%	42.3%	42.3%	42.3%	66.7%	70.4%	70.4%
6350	Tell City-Troy Twp School Corp	78.1%	79.5%	81.2%	76.9%	77.6%	78.2%	75.6%	79.0%	79.0%
6445	Pike County School Corp	91.0%	85.5%	86.1%	83.2%	83.2%	83.2%	89.0%	90.2%	90.2%
6460	M S D Boone Township	92.0%	86.7%	87.8%	84.9%	86.0%	86.0%	90.5%	90.5%	90.5%
6470	Duneland School Corporation	91.1%	86.2%	89.7%	86.5%	88.5%	88.9%	83.1%	86.9%	86.9%
6510	East Porter County School Corp	93.1%	91.0%	92.8%	94.2%	94.2%	94.2%	92.3%	93.7%	93.7%
6520	Porter Township School Corp	87.2%	88.6%	90.9%	78.9%	79.7%	79.7%	88.5%	88.5%	88.5%
6530	Union Township School Corp	98.1%	95.6%	96.4%	88.6%	89.3%	89.3%	89.4%	90.1%	90.1%

Indiana School Corporation Graduation Rates

2010 is Latest Rates that are Currently Available

Corp ID	Corp Name	2010 4 Year Graduation Rate	2009 4 Year Graduation Rate	2009 5 Year Graduation Rate	2008 4 Year Graduation Rate	2008 5 Year Graduation Rate	2008 6 Year Graduation Rate	2007 4 Year Graduation Rate	2007 5 Year Graduation Rate	2007 6 Year Graduation Rate
6550	Portage Township Schools	88.8%	87.2%	87.5%	83.3%	84.2%	84.2%	81.1%	82.2%	82.2%
6560	Valparaiso Community Schools	87.9%	91.6%	92.6%	88.6%	90.6%	91.0%	90.6%	92.4%	92.4%
6590	M S D Mount Vernon	88.6%	86.7%	87.2%	84.3%	85.2%	85.2%	80.6%	82.5%	82.5%
6600	M S D North Posey Co Schools	95.2%	95.0%	95.0%	89.2%	90.8%	90.8%	93.0%	93.8%	93.8%
6610	New Harmony Town & Twp Con Sch	90.9%	88.9%	88.9%	80.0%	80.0%	80.0%	85.7%	85.7%	85.7%
6620	Eastern Pulaski Com Sch Corp	90.8%	89.1%	90.0%	86.5%	86.5%	87.3%	85.0%	87.9%	87.9%
6630	West Central School Corp	84.9%	88.7%	90.3%	77.0%	78.4%	79.7%	87.5%	88.9%	88.9%
6705	South Putnam Community Schools	83.5%	86.5%	87.5%	86.4%	86.4%	86.4%	84.8%	84.8%	84.8%
6715	North Putnam Community Schools	86.9%	86.6%	89.8%	79.4%	81.0%	81.7%	78.8%	81.8%	82.6%
6750	Cloverdale Community Schools	75.0%	73.3%	77.5%	72.8%	74.4%	74.4%	66.9%	68.4%	68.4%
6755	Greencastle Community Sch Corp	83.9%	81.3%	82.7%	81.4%	83.9%	83.9%	77.5%	77.5%	77.5%
6795	Union School Corporation	77.8%	78.6%	78.6%	82.2%	82.2%	82.2%	90.0%	95.0%	95.0%
6805	Randolph Southern School Corp	87.8%	86.3%	90.2%	75.5%	77.6%	77.6%	82.4%	86.3%	86.3%
6820	Monroe Central School Corp	83.7%	88.6%	88.6%	88.9%	88.9%	88.9%	93.2%	93.2%	93.2%
6825	Randolph Central School Corp	90.2%	87.0%	88.0%	82.3%	83.1%	83.1%	84.0%	84.0%	84.0%
6835	Randolph Eastern School Corp	96.4%	88.1%	91.0%	86.0%	89.5%	89.5%	87.5%	90.0%	90.0%
6865	South Ripley Com Sch Corp	81.9%	78.4%	79.4%	83.8%	84.8%	84.8%	76.8%	77.8%	77.8%
6895	Batesville Community Sch Corp	97.2%	92.9%	95.3%	90.2%	90.9%	90.9%	93.2%	93.2%	93.2%
6900	Jac-Cen-Del Community Sch Corp	70.4%	73.6%	75.0%	70.0%	70.0%	70.0%	74.1%	74.1%	74.1%
6910	Milan Community Schools	84.3%	74.0%	75.0%	78.2%	78.2%	78.2%	78.5%	78.5%	78.5%
6995	Rush County Schools	92.8%	89.4%	93.8%	90.3%	92.6%	92.6%	89.8%	90.9%	90.9%
7150	John Glenn School Corporation	92.6%	91.8%	92.5%	83.8%	85.3%	85.3%	81.7%	83.0%	83.0%
7175	Penn-Harris-Madison Sch Corp	87.5%	85.1%	87.9%	82.7%	86.0%	87.0%	79.2%	83.8%	84.5%
7200	School City of Mishawaka	77.5%	73.0%	73.0%	59.6%	63.6%	63.9%	55.9%	58.9%	59.9%
7205	South Bend Community Sch Corp	73.6%	71.3%	73.3%	61.3%	63.5%	63.8%	62.5%	64.7%	65.1%
7215	Union-North United School Corp	85.6%	75.8%	76.8%	76.9%	81.2%	81.2%	70.1%	70.1%	72.2%
7230	Scott County School District 1	69.0%	58.6%	58.6%	65.9%	66.7%	66.7%	66.9%	66.9%	66.9%
7255	Scott County School District 2	80.3%	72.6%	74.0%	80.1%	80.5%	80.5%	78.7%	78.7%	78.7%
7285	Shelby Eastern Schools	86.3%	86.0%	87.6%	84.1%	84.8%	84.8%	85.4%	86.9%	86.9%
7350	Northwestern Con School Corp	96.3%	91.1%	91.1%	91.3%	92.2%	92.2%	89.6%	89.6%	89.6%
7360	Southwestern Con Sch Shelby Co	89.8%	88.5%	92.3%	84.3%	85.7%	85.7%	86.8%	86.8%	86.8%
7365	Shelbyville Central Schools	85.9%	82.6%	85.5%	84.3%	86.2%	86.6%	78.1%	79.7%	80.9%
7385	North Spencer County Sch Corp	92.7%	88.9%	90.7%	89.2%	89.7%	89.7%	89.8%	91.4%	91.4%
7445	South Spencer County Sch Corp	92.2%	93.6%	94.5%	90.7%	90.7%	90.7%	84.8%	86.7%	86.7%
7495	Oregon-Davis School Corp	91.5%	88.0%	90.0%	85.2%	85.2%	85.2%	74.6%	74.6%	74.6%
7515	North Judson-San Pierre Sch Corp	78.6%	75.8%	78.8%	71.5%	71.5%	71.5%	72.4%	76.4%	76.4%

Indiana School Corporation Graduation Rates

2010 is Latest Rates that are Currently Available

Corp ID	Corp Name	2010 4 Year Graduation Rate	2009 4 Year Graduation Rate	2009 5 Year Graduation Rate	2008 4 Year Graduation Rate	2008 5 Year Graduation Rate	2008 6 Year Graduation Rate	2007 4 Year Graduation Rate	2007 5 Year Graduation Rate	2007 6 Year Graduation Rate
7525	Knox Community School Corp	73.3%	78.3%	81.4%	69.6%	76.1%	78.3%	69.5%	71.8%	71.8%
7605	Fremont Community Schools	91.8%	89.0%	90.0%	85.7%	87.9%	87.9%	87.4%	89.5%	89.5%
7610	Hamilton Community Schools	85.2%	88.9%	88.9%	89.3%	89.3%	89.3%	90.5%	90.5%	90.5%
7615	M S D Steuben County	83.7%	83.4%	86.5%	78.9%	82.4%	82.8%	77.1%	79.4%	79.9%
7645	Northeast School Corp	84.1%	87.0%	88.0%	80.9%	82.7%	82.7%	79.3%	79.3%	79.3%
7715	Southwest School Corp	87.9%	85.9%	87.2%	84.1%	84.1%	84.1%	81.9%	83.6%	83.6%
7775	Switzerland County School Corp	76.9%	83.0%	88.4%	69.4%	76.0%	76.9%	79.8%	84.0%	84.0%
7855	Lafayette School Corporation	80.2%	74.8%	79.6%	70.0%	76.8%	77.0%	70.1%	74.0%	74.9%
7865	Tippecanoe School Corp	83.3%	87.7%	89.9%	84.9%	86.1%	86.4%	76.9%	78.1%	78.3%
7875	West Lafayette Com School Corp	94.7%	98.1%	98.1%	90.5%	91.1%	91.1%	86.1%	86.1%	86.1%
7935	Tri-Central Community Schools	83.3%	92.9%	98.6%	82.6%	82.6%	82.6%	89.6%	89.6%	89.6%
7945	Tipton Community School Corp	93.7%	88.3%	89.1%	90.2%	90.8%	90.8%	85.0%	87.9%	87.9%
7950	Union Co/Clg Corner Joint Sch Dist	81.3%	77.3%	80.5%	76.1%	79.1%	79.9%	77.9%	78.7%	78.7%
7995	Evansville Vanderburgh Sch Corp	83.5%	80.9%	83.0%	79.1%	82.0%	82.1%	84.0%	85.9%	86.0%
8010	North Vermillion Com Sch Corp	93.5%	83.5%	87.3%	88.3%	88.3%	88.3%	93.0%	94.4%	94.4%
8020	South Vermillion Com Sch Corp	88.4%	77.5%	81.9%	77.2%	77.9%	77.9%	76.3%	79.4%	79.4%
8030	Vigo County School Corp	84.8%	84.2%	85.6%	79.8%	81.2%	81.4%	73.4%	75.8%	76.0%
8045	Manchester Community Schools	88.3%	87.4%	87.4%	86.7%	86.7%	86.7%	87.9%	88.7%	88.7%
8050	M S D Wabash County Schools	82.8%	79.2%	84.3%	82.3%	83.5%	83.5%	78.8%	80.4%	80.4%
8060	Wabash City Schools	84.3%	81.0%	84.0%	79.7%	83.1%	84.7%	72.6%	72.6%	72.6%
8115	M S D Warren County	95.6%	87.1%	88.1%	91.1%	92.9%	92.9%	87.2%	89.6%	89.6%
8130	Warrick County School Corp	86.9%	87.1%	88.5%	84.7%	85.9%	85.9%	83.3%	84.5%	84.9%
8205	Salem Community Schools	86.2%	90.7%	93.0%	88.6%	89.9%	89.9%	77.7%	79.7%	79.7%
8215	East Washington School Corp	89.3%	89.7%	89.7%	85.8%	87.5%	87.5%	75.4%	77.9%	77.9%
8220	West Washington School Corp	87.5%	85.9%	85.9%	77.6%	78.8%	78.8%	74.1%	75.3%	75.3%
8305	Nettle Creek School Corp	85.1%	85.1%	88.3%	86.7%	86.7%	86.7%	79.6%	81.5%	81.5%
8355	Western Wayne Schools	73.3%	85.4%	85.4%	78.8%	81.3%	81.3%	81.1%	84.2%	84.2%
8360	Centerville-Abington Com Schs	92.2%	93.3%	96.2%	93.3%	96.7%	96.7%	88.5%	89.2%	89.2%
8375	Northeastern Wayne Schools	84.9%	81.3%	83.8%	83.3%	83.3%	83.3%	84.0%	84.0%	84.0%
8385	Richmond Community Schools	78.1%	76.7%	78.3%	65.0%	69.8%	70.7%	57.6%	59.9%	59.9%
8425	Southern Wells Com Schools	91.2%	91.9%	94.6%	85.9%	88.7%	88.7%	78.9%	81.6%	81.6%
8435	Northern Wells Com Schools	86.8%	87.5%	90.7%	93.4%	93.9%	94.4%	91.0%	91.9%	91.9%
8445	M S D Bluffton-Harrison	94.4%	93.3%	96.2%	88.9%	91.3%	91.3%	93.9%	95.6%	95.6%
8515	North White School Corp	80.2%	63.4%	64.8%	63.5%	68.9%	68.9%	68.4%	69.7%	69.7%
8525	Frontier School Corporation	80.8%	85.9%	87.5%	90.3%	90.3%	90.3%	88.3%	88.3%	88.3%
8535	Tri-County School Corp	86.4%	83.9%	87.1%	86.8%	86.8%	86.8%	79.7%	79.7%	79.7%

Indiana School Corporation Graduation Rates

2010 is Latest Rates that are Currently Available

Corp ID	Corp Name	2010 4 Year Graduation Rate	2009 4 Year Graduation Rate	2009 5 Year Graduation Rate	2008 4 Year Graduation Rate	2008 5 Year Graduation Rate	2008 6 Year Graduation Rate	2007 4 Year Graduation Rate	2007 5 Year Graduation Rate	2007 6 Year Graduation Rate
8565	Twin Lakes School Corp	84.5%	83.8%	85.9%	72.1%	72.5%	72.5%	73.6%	77.7%	77.7%
8625	Smith-Green Community Schools	86.5%	90.2%	90.2%	72.8%	74.8%	74.8%	85.9%	86.9%	86.9%
8665	Whitley Co Cons Schools	89.3%	88.2%	88.6%	89.9%	90.6%	90.6%	87.8%	87.8%	87.8%
9300	Campagna Academy Charter School	16.7%	36.6%	36.6%	35.3%	51.0%	51.0%	14.6%	22.0%	22.0%
9315	Signature School Inc	100.0%	96.4%	96.4%	94.4%	94.4%	94.4%	98.1%	98.1%	98.1%
9325	Options Charter School - Carmel	38.7%	38.1%	42.9%	35.6%	48.9%	48.9%	22.4%	30.6%	32.7%
9330	Irvington Community School	62.8%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
9370	Fall Creek Academy	80.0%	44.4%	61.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
9445	Charles A Tindley Accelerated Schl	78.9%	60.0%	84.0%	63.2%	73.7%	73.7%	0.0%	0.0%	0.0%
9460	Thea Bowman Leadership Academy	84.9%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
9480	Fountain Square Academy	33.3%	14.3%	28.6%	27.3%	27.3%	27.3%	0.0%	0.0%	0.0%
9525	Decatur Discovery Academy Inc	53.8%	59.5%	59.5%	27.3%	31.8%	31.8%	0.0%	0.0%	0.0%
9545	21st Century Charter Sch of Gary	76.5%	73.7%	73.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
9605	IN Sch for the Blind & Vis Imprd	42.1%	15.4%	38.5%	33.3%	44.4%	55.6%	0.0%	0.0%	0.0%
9610	Indiana School For The Deaf	35.3%	51.7%	55.2%	37.8%	48.6%	51.4%	0.0%	0.0%	0.0%
9620	Burris Laboratory School	95.3%	93.3%	93.3%	90.2%	92.7%	92.7%	100.0%	100.0%	100.0%
9625	IN Acad for Sci Math Humanities	99.2%	98.3%	100.0%	99.3%	100.0%	100.0%	99.1%	99.1%	99.1%
9640	Options Charter Sch - Noblesville	46.2%	47.6%	52.4%	31.3%	34.4%	34.4%	50.0%	62.5%	62.5%
9650	Herron Charter	90.4%	76.9%	84.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
9655	Hope Academy	31.3%	25.0%	37.5%	13.3%	40.0%	40.0%	55.6%	88.9%	88.9%
9660	Stonegate Early Clg HS for Sci/Tec	86.9%	84.4%	88.9%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
9670	Indianapolis Metropolitan High Sch	61.4%	63.5%	74.0%	57.6%	74.2%	75.8%	0.0%	0.0%	0.0%
9830	Beacon Academy	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
9105	IN State Department of Health	0.0%	81.0%	85.7%	53.3%	53.3%	53.3%	0.0%	0.0%	0.0%

Indiana School Corporation Graduation Rates

2010 is Latest Rates that are Currently Available

Corp ID	Corp Name	2010 4 Year Graduation Rate	2009 4 Year Graduation Rate	2009 5 Year Graduation Rate	2008 4 Year Graduation Rate	2008 5 Year Graduation Rate	2008 6 Year Graduation Rate	2007 4 Year Graduation Rate	2007 5 Year Graduation Rate	2007 6 Year Graduation Rate
	Minimum	16.7%	16.7%	16.7%	16.7%	16.7%	16.7%	16.7%	16.7%	16.7%
	Median	87.5%	87.5%	87.5%	87.5%	87.5%	87.5%	87.5%	87.5%	87.5%
	Maximum	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Number of School Corps between Percentage										
	No Reported Grad Rate	2	3	3	7	7	7	14	14	14
	Less than 10%	-	-	-	-	-	-	-	-	-
	10-19.99%	1	2	-	1	-	-	1	-	-
	20-29.99%	-	1	1	2	1	1	1	1	1
	30-39.99%	4	2	3	5	2	2	-	1	1
	40-49.99%	2	3	1	2	5	3	2	2	2
	50-59.99%	5	5	7	7	6	8	9	3	3
	60-69.99%	8	9	6	22	20	18	24	18	17
	70-79.99%	39	61	51	78	62	63	99	91	88
	80-89.99%	134	141	132	140	146	146	115	125	127
	90-99.99%	114	84	105	48	62	63	46	56	58
	100%	3	1	3	-	1	1	1	1	1
	Total Reporting	312	312	312	312	312	312	312	312	312

PRELIMINARY DRAFT
No. 3070

PREPARED BY
LEGISLATIVE SERVICES AGENCY
2012 GENERAL ASSEMBLY

DIGEST

Citations Affected: IC 20-26-5-4.3.

Synopsis: Superintendent employment contracts. Requires a school corporation to give public notice and hold a public hearing detailing certain provisions of a superintendent employment contract at least 30 days prior to entering into a contract with a school superintendent.

Effective: July 1, 2012.

*Interim Study Committee
on Education Issues
9/29/2011
Exhibit C*



A BILL FOR AN ACT to amend the Indiana Code concerning education.

Be it enacted by the General Assembly of the State of Indiana:

1 SECTION 1. IC 20-26-5-4.3 IS ADDED TO THE INDIANA CODE
2 AS A **NEW** SECTION TO READ AS FOLLOWS [EFFECTIVE JULY
3 1, 2012]: **Sec. 4.3. (a) At least thirty (30) days before a contract for**
4 **employment is entered into by a governing body and a school**
5 **superintendent, the governing body shall hold a public hearing on**
6 **the proposed contract at which all interested parties are provided**
7 **the opportunity to be heard.**

8 **(b) Notice of the hearing on the proposed contract shall be given**
9 **in accordance with IC 5-3-1 and posted on the school corporation's**
10 **Internet web site.**

11 **(c) The notice provided in subsection (b) must:**

12 **(1) state that on a given day, time, and place the governing**
13 **body will meet to discuss and hear objections to and support**
14 **for the proposed contract; and**

15 **(2) set forth the details of the proposed contract, including the**
16 **actual monetary value of the contract, benefits, and any**
17 **additional forms of compensation for each year of the**
18 **contract.**





Educating our Children: PreK – 12

Karen E. Diamond

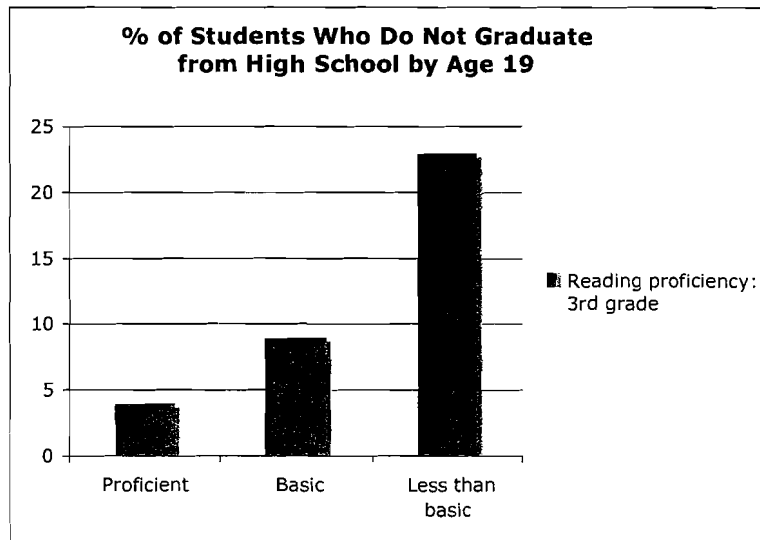
Professor, Department of Human Development
and Family Studies

Purdue University

The Education Continuum

- A student's likelihood of graduating from high school can be predicted by his or her reading skills in 3rd grade
- By the end of 3rd grade, instruction shifts from teaching children to learn to read to expecting that children will read to learn





- o Children's reading proficiency in 3rd grade is related to their skills when they enter kindergarten.
- o Of 50 children who are having trouble learning to read in kindergarten, 44 of them will still have trouble in 3rd grade.
(Dr. Craig Ramey, Georgetown University)

- Children with weaker academic skills when they start kindergarten
 - Learn basic skills
 - But they fall farther behind their more advantaged classmates
 - The gap between students gets wider
- Children whose parents are less educated (no high school) and have lower incomes are especially likely to start school with weak academic skills



In 2009-2010

- Indiana's poverty rate was 16.2% (up from 13.1% in 2007-2008).
- Some groups have higher rates of poverty:
 - Children = 22%
 - African Americans = 27.4%
 - Hispanic Americans = 26.6%
- These children are especially vulnerable to learning problems in the early grades



How might early childhood programs help prepare children for kindergarten?

o Research shows that:

- Center-based early childhood programs boost children's learning of skills for school readiness
- Higher quality programs provide more learning opportunities
- All children benefit from early childhood programs, but the largest benefits are for children with the fewest advantages
- Families with modest incomes (less than \$50,000) have the least access to preschool education

One state's experience

o Oklahoma has had a Universal Pre-kindergarten program since 1998

- Available to but not required for school districts or parents
- Both half-day and full-day programs
- Teachers are paid at the same rate as elementary teachers
- About 2/3 of children across the state attend; 91% of districts participate

- Rigorous research demonstrated that:
- Children in all income and racial/ethnic groups learned more if they were enrolled in Pre-K than if they were not
- Attending Pre-K added 6 months to children's scores on tests of early reading and spelling, and 4 months on tests of mathematics

Summary so far

- Children's skills at kindergarten entry are critical for learning in elementary school
- Children who start kindergarten with weaker skills continue to fall farther behind
- High-quality early childhood education boosts school readiness for all children
- The strongest effects (the biggest boost) come from state-funded Pre-K programs that are part of school districts

Do effects last beyond kindergarten?

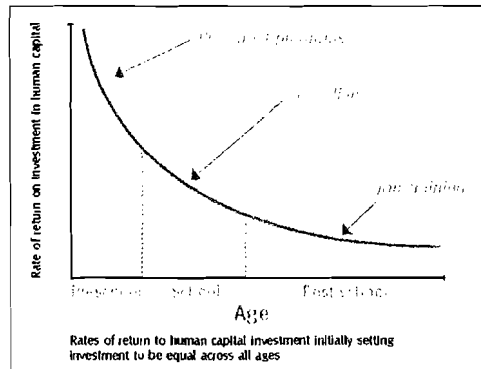
- The effects of participating in high quality early childhood programs are related to later:
 - School success
 - Less likely to be in special education
 - More likely to graduate from high school
 - Earnings and employment
 - Overall health and well-being as an adult
 - Better mental health
 - Less likely to have been arrested or jailed
 - Lower rates of drug and alcohol abuse

Cost-benefit analyses

- Costs were reduced for:
 - K-12 education (by reducing remedial expenses)
 - Public safety
- Benefits included:
 - Higher rates of graduation
 - Higher earnings
- Benefit-to-cost analyses
 - Chicago: 10:1
 - Carolina Abecedarian: 2.5:1
 - High/Scope Perry Preschool: 16:1

Investment in early learning yields strong returns

Policymakers should invest in young children, where the return on investment is stronger than in low-skill adults. (Professor James Heckman, U of Chicago)



In summary

o Professor James Heckman argues that:

- Early investment from birth to age five produces the greatest returns because it helps children start in a positive direction,
- Quality economic returns to society come from investments in quality early childhood development and education

Contact information:

Professor Karen E. Diamond
Department of Human Development & Family Studies
1200 West State Street
Purdue University
West Lafayette, IN 47907

Phone: (765) 494-0942
Email: kdiamond@purdue.edu

References for: Educating our children: PreK – 12
Karen Diamond, Purdue University

Barnett, W. S., & Yarosz, D. J. (2007). Who goes to preschool and why does it matter? *NIEER Policy Brief, Issue 15*.

URL: <http://nieer.org/docs/?DocID=190>

Summary: Preschool participation in the U.S. has been increasing steadily over the last four decades. By 2005, more than two-thirds of the nation's 4-year-olds were enrolled in a preschool program -- but who are these children? Where are they? This policy brief identifies factors that influence preschool enrollment, such as income, geography and ethnicity, and offers policy recommendations to address inequities in access.

Denton Flanagan, K., & McPhee, C. (2009). *The children born in 2001 at kindergarten entry: First findings from the kindergarten data collections of the Early Childhood Longitudinal Study, Birth Cohort (ECLS-B)*. Washington, D. C.: National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education.

URL: nces.ed.gov/pubs2010/2010005.pdf

Summary: At kindergarten entry, children born in 2001 demonstrated reading and mathematics knowledge and skills that varied by their race/ethnicity, family type, poverty status, primary home language, and their primary early care and education setting the year prior to kindergarten.

Gormley, W. T., Gayer, T., Phillips, D., & Dawson, B. (2005). The effects of Universal Pre-K on cognitive development. *Developmental Psychology*, 41, 872-884.

Summary: In this study of Oklahoma's universal pre-K program, the authors relied on a strict birthday eligibility criterion to compare "young" kindergarten children who just completed pre-K to "old" pre-K children just beginning pre-K. This regression-discontinuity design reduces the threat of selection bias. Their sample consisted of 1,567 pre-K children and 1,461 kindergarten children who had just completed pre-K. The authors estimated the impact of the pre-K treatment on Woodcock-Johnson Achievement test scores. Hispanic, Black, White, and Native American children all benefit from the program, as do children in diverse income brackets, as measured by school lunch eligibility status. The authors conclude that Oklahoma's universal pre-K program has succeeded in enhancing the school readiness of a diverse group of children.

Heckman, J. J. (2008). *Schools, skills, and synapses. Discussion paper no. 3515*. Bonn, Germany: Institute for the Study of Labor.

<http://www.heckmanequation.org/content/resource/schools-skills-synapses>

Summary: This paper discusses (a) the role of cognitive and noncognitive ability in shaping adult outcomes, (b) the early emergence of differentials in abilities between children of advantaged families and children of disadvantaged families, (c) the role of families in creating these abilities, (d) adverse trends in American families, and (e) the effectiveness of early interventions in offsetting these trends.

Hernandez, D. J. (2011). *Double jeopardy: How third-grade reading skills and poverty influence high school graduation*. Annie E. Casey Foundation.

<http://www.eric.ed.gov/ERICWebPortal/contentdelivery/servlet/ERICServlet?accno=ED518818>

Educators and researchers have long recognized the importance of mastering reading by the end of third grade. Now, researchers have confirmed this link in the first national study to calculate high school graduation rates for children at different reading skill levels and with different poverty rates. Results of a longitudinal study of nearly 4,000 students find that those who do not read proficiently by third grade are four times more likely to leave school without a diploma

than proficient readers. For the worst readers, those could not master even the basic skills by third grade, the rate is nearly six times greater. While these struggling readers account for about a third of the students, they represent more than three fifths of those who eventually drop out or fail to graduate on time. What is more, the study shows that poverty has a powerful influence on graduation rates. The combined effect of reading poorly and living in poverty puts these children in double jeopardy.

Lesnick, J., Goerge, R. M., Smithgall, C., & Gwynne, J. (2010). *Reading on grade level in third grade: How is it related to high school performance and college enrollment?* Chicago, IL: Chapin Hall at the University of Chicago.

http://www.chapinhall.org/sites/default/files/Reading_on_Grade_Level_111710.pdf

Summary: Learning to read is one of the most important skills in modern society. Not only does reading serve as the major foundational skill for school-based learning, but reading ability is strongly related to opportunities for academic and vocational success. For children, a critical transition takes place during elementary school: until the end of third grade, most students are *learning to read*. Beginning in fourth grade, however, students begin *reading to learn*. Students who are not reading at grade level by third grade begin having difficulty comprehending the written material that is a central part of the educational process in the grades that follow. Meeting increased educational demands becomes more difficult for students who struggle to read. Using third-grade national percentile rankings on the Iowa Tests of Basic Skills (ITBS) to place a focus cohort of 26,000 Chicago Public Schools (CPS) students into *below* (0-24th national percentile), *at* (25th-74th national percentile) and *above* grade level (75th-100th national percentile) groupings, we find correlational evidence that students who were at and above grade level in third grade graduate and attend college at higher rates than their peers who were below grade level in third grade.


Magnuson, K. A., Ruhm, C., & Waldfogel, J. (2007). Does prekindergarten improve school preparation and performance? *Economics of Education Review*, 26, 33-51.

Summary: Prekindergarten programs are expanding rapidly but evidence on their effects is limited. Using rich data from Early Childhood Longitudinal Study, we estimate the effects of prekindergarten on children's school readiness. We find that prekindergarten is associated with higher reading and mathematics skills at school entry, but also higher levels of behavior problems. By the spring of first grade, estimated effects on academic skills have largely dissipated, but the behavioral effects persist. Larger and longer lasting associations with academic gains are found for disadvantaged children. Finally, we find some evidence that prekindergartens located in public schools do not have adverse effects on behavior problems.

Superintendent of Public Instruction. (2010). *Starting strong in Washington State: Early learning lessons and success stories*. Tacoma, WA: Washington State Department of Early Learning.


URL: http://fcd-us.org/sites/default/files/StartingStrongBrief_Final.pdf

Summary: Recent research makes it clear that the school age achievement gap is driven in large part by an early childhood preparation gap: those who arrive at school behind their peers tend to stay behind. However, there is hope. Children who have access to high-quality, aligned early learning opportunities from birth through 3rd grade (P-3) are ready to succeed and do. This brief shares the promise and benefits of aligned early learning for children birth through 3rd grade. It shares success stories and examples from throughout Washington State.

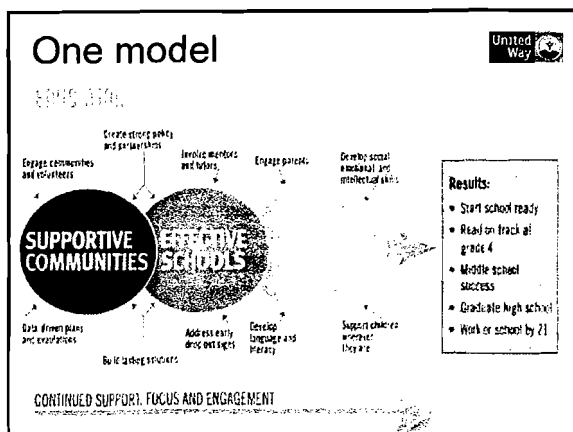
United Way 


Community efforts to improve education make a difference—but will achieve greater impact with quality early education.

Presentation to Education Committee, 9/29/11


Dropouts = more than 12 years in the making 

- Eighty percent of a baby's brain is developed by age three and 90% by age 5.
- Disadvantaged children start school at least 2 years behind in pre-reading skills.
- For every 50 children who don't learn to read in kindergarten, 44 will still be struggling in 3rd grade.
- Children without reading skills by 3rd grade are unlikely to graduate. New research shows grades and absenteeism rates by 3rd grade can predict dropouts with 90% accuracy.




United Ways' Efforts 

1. School readiness
2. Early grade reading proficiency
3. Middle grade success
4. High school graduation
5. Success in college, work and life


Sample programs 

- Parent supports – Born Learning trails, parent visiting, self-sufficiency programs
- Health supports – school-based clinics, shots
- Child care improvements and subsidies
- Kindergarten “boot camp” for at-risk children - Kindergarten Countdown, Begindergarten
- Early reading programs - Read Up, Real Men Read, Mother Goose on the Loose, Reading Railroad, Imagination Library, Book Buddies



- Mentoring and tutoring programs – Big Brothers Big Sisters, Girls, Inc., Starfish Initiative, community centers
- Support for after-school and out-of-school time programs - Boys & Girls Clubs, YMCAs, camps, scouting
- Support for special populations, i.e. people with disabilities, children of offenders


*Interim Study Committee on
Education Issues
9/29/2011
Exhibit E*



Quality Early Learning Matters


REDUCES

- Crime Rates
- Teenage Pregnancy
- Welfare Dependency
- Job Training Costs
- Special Education Cost
- Grade Repetition



INCREASES

- Success in School
- Graduation Rates
- Postsecondary Education
- Job Productivity
- Community Engagement



Policy Options for Today


Improve **quality of child care**, which may include:

- Standardizing health and safety requirements and
- Strengthening Provider Eligibility Standards (PES) for providers that accept the taxpayer-funded Child Care Development Fund.

Collect **kindergarten readiness data** through an assessment tool aligned with Indiana's K-12 academic standards.

Establish a **state early learning advisory council** to coordinate early childhood work.

Maximize available federal dollars to support early education and the safety net for vulnerable families.



As funds allow or through re-prioritization of existing funds


Implement voluntary **state-funded preschool** program for at-risk children.

Require and fully fund **full-day kindergarten** statewide.

Help parents be successful by **expanding programs** that provide **in-home visits for new and at-risk parents**.

Provide **developmental screenings** from birth-5 educating parents on developmental milestones and increasing early interventions to reduce future costs.

Incentivize **quality child care** by offering **tax credits** for those who prioritize highest quality care.



Contact info...

Ted Maple, Ph.D.
 Director, Success By 6
 United Way of Central Indiana
 317-921-1235 / Cell: 317-748-5612
ted.maple@uwci.org
www.uwci.org

Lucinda Nord
 VP, Public Policy
 Indiana Association of United Ways
 317-921-1394 / cell 317-502-8504
Lucinda.nord@iauw.org
www.iauw.org



Indiana Association
of United Ways

Policy Options to Improve Early Education

Quick Facts:

- Children ages birth to age five comprise 8.3% of total Hoosier population and one-third of the population of Hoosier children under age 18.¹
- The most critical development of a child's brain occurs between birth and five years old. Early experiences determine whether a child's brain architecture will provide a strong or weak foundation for all future learning, behavior and health.²
- On average, children of working mothers spend 35 hours a week in child care.³
- Almost half (46%) of children come to school without the basic social/emotional and cognitive skills for success.⁴
- Of 50 kindergartners struggling to learn to read, 44 will still be struggling in 3rd grade.⁵

Research shows that strong policies and investment in high quality early education result in later academic success.

- Children who receive high quality child care in the first few years scored higher in academic and cognitive achievement when they were 15 years old and were less likely to misbehave than children in lower quality care.⁶
- Children from low-income families make even greater gains in academic and social development than non-poor children in community care and pre-kindergartens. The study found that for low-income children, there were no gains when placed in programs below a quality threshold.⁷
- Longitudinal studies showed strongest outcomes with high quality care and interventions. For example, low-income children ages 3 and 4 who attended pre-school and had home visits to parents by teachers showed lasting effects through age 27 compared to a control group.⁸
- Early learning programs can generate 12% public rate of return on investment.⁹ The return on investment for education of young children is higher than for low-skill adults.¹⁰

¹ *The State of the Young Hoosier Child Birth to Age Five; 2011 Report*, http://www.in.gov/isdh/reports/SYHC/FINAL_SYHC_Sunny_Start_2011_Report.pdf

² Shonkoff, Jack P. and Phillips, Deborah, editors, National Research Council and Institute of Medicine (2000). *From Neurons to Neighborhoods: The Science of Early Childhood Development*. Washington, D.C. National Academy Press.

³ U.S. Census Bureau, August 2010. *Who's Minding the Kids? Child Care Arrangements: Spring 2005/Summer 2006*.

⁴ Zill, Nicholas and West, Jerry, for the U.S. Department of Education, National Center for Education Statistics. (2001). *Entering Kindergarten: A Portrait of American Children When They Begin School: Findings from The Condition of Education 2000*. Washington, DC: U.S. Government Printing Office.

⁵ Ramey, Craig T. & Sharon L. (January 1999) *Right From Birth: Building Your Child's Foundation For Life*. Goddard Press, Inc.

⁶ Vandell, D.L., Belsky, J., Burchinal, M., Steinberg, L., Vandergrift, N., & NICHD Early Child Care Research Network. (2010, May-June). Do effects of early child care extend to age 15 years? Results from the NICHD study of early child care and youth development. *Child Development*, 81(3), 737-756.

⁷ Burchinal, M, Peisner-Feinberg, E., Bryant, D.M. & Clifford, R. (2000). Children's social and cognitive development and child care quality: Testing for differential associations related to poverty, gender, or ethnicity. *Applied Developmental Science*, 4, 149-165. Burchinal, M., Vandergrift, N. Pianta, R. & Mashburn, A. (2010). Threshold analysis of association between child care quality and child outcomes for low-income children in pre-kindergarten programs. *Early Research Quarterly*, 25, 166-176.

⁸ Schweinhart, L.J., Barnes, H.V., & Weikart, D.P. (1993). *Significant benefits: The High/Scope Perry Preschool study through age 27*. Ypsilanti, MI: High/Scope Press; Schweinhart, L.J., Montie, J, Xiang, Z., Barnett, W.S., Belfield, C.R., & Nores, M. (2005). *Lifetime Effects: High Scope/Perry Preschool Study through age 40*. Ypsilanti, MI: High/Scope Press.

⁹ Grunewald, Rob and Rolnick, Art. (Dec. 2004) *A Proposal for Achieving High Returns on Early Childhood Development*. Federal Reserve Bank of Minneapolis.

¹⁰ Heckman, James. (2008). *Schools, skills, and synapses. Discussion paper no. 3515*. Bonn, Germany: Institute for the Study of Labor.



Indiana Association
of United Ways

Policy Options to Improve Early Education

The State of Indiana could implement a range of administrative and legislative policy options to improve educational outcomes. Below is a sample of policies that will improve school readiness and success.

Policies that could be implemented now, as they require minimal or no fiscal impact to the State of Indiana:

- Improve **quality of child care**, which may include:
 - Standardizing health and safety requirements across all types of care.
 - Strengthening Provider Eligibility Standards (PES) for child care providers that accept the taxpayer-funded Child Care Development Fund (CCDF) to align with developmental focus or educational curriculum.
 - Incentivizing highest level of quality through reimbursement policies.
- Collect **kindergarten readiness data** in aggregate through the use of a developmentally appropriate assessment tool aligned with Indiana's K-12 academic standards.
- Establish a **state early learning advisory council** to coordinate early childhood work.
- **Maximize available federal dollars** to support early education and the safety net for vulnerable families.
 - Hoosier families are eligible for but do not claim an estimated \$500 to \$900 million in the form of Earned Income Tax Credit, Supplemental Nutrition Assistance Program and Children's Health Insurance Program. The State could partner with and/or provide modest support for community organizations on outreach campaigns to maximize these resources.
 - The State has not pursued federal funds available for early learning--i.e. the Early Learning Challenge Grant, CHIPRA outreach, putting it at a competitive disadvantage to other states.

Policies that would require new public investments and/or re-prioritization of existing public funds:

- Implement voluntary **state-funded preschool** program for at-risk children.
- Require and fully fund **full-day kindergarten** statewide.
- Help parents be successful by expanding programs that provide **in-home visits for new and at-risk parents**.
- Provide **developmental screenings** from birth to age five educating parents on developmental milestones and increasing early interventions to reduce future costs.
- Incentivize **quality child care** by offering **tax credits** for parents who choose highest quality care, for qualified child care providers who work in highest quality care and for child care providers that offer highest quality care, especially if accepting at-risk children.

Indiana Association for the Education of Young Children, Inc.

Promoting and supporting quality care and education for all young children, birth through age eight, in Indiana



Presented By: Dianna Wallace
Contact Information: 317-356-6884 Ext: 3506
Email: dwallace@iaeyc.org

About Indiana AEYC:

As the state affiliate of the National Association for the Education of Young Children (NAEYC), Indiana AEYC is a statewide, nonprofit 501 (c) 3 organization with 16 chapters and over 2,200 members. Indiana AEYC has a 47-year history of promoting and supporting quality care and education for all young children, birth through age eight, in Indiana. Our mission is accomplished by offering professional development for those in the early care and education field, assisting in the improvement of program quality, and championing public policy pertinent to young children and their families.

Prevent the Achievement Gap, Sustain Children's Successes, and Reap Economic Benefits for Indiana by Helping Young Children and Their Families Thrive

Child development research, neuroscience, and program evaluation demonstrate that the experiences a child has between birth and age 5 shape the developing brain's architecture and directly influence later life outcomes, including economic stability, work productivity, and mental health. Positive early childhood experiences also improve developmental and school readiness outcomes, increase K-12 achievement, and contribute to higher rates of high school graduation. Public investments in high-quality early childhood programs generate cost savings of between seven percent and 10 percent in other public programs such as economic support and incarceration programs. (James Heckman, *The Heckman Equation: A Solution for Better Education and Health Outcomes, Less Crime and Poverty and Greater Economic Security* – <http://www.heckmanequation.org/system/>). In addition, early childhood programs targeted specifically to the most vulnerable children and their families produce even greater social and economic returns than programs focused generally on children and their families.

Indiana Association for the Education of Young Children, Inc. recommends the following:

1. A comprehensive, high-quality early childhood system with coordinated governance through a state early childhood advisory council.

A comprehensive, high-quality early childhood system prepares children from birth through age 5 for success in school and life by providing access to quality programs and supporting the training and development of a highly qualified professional workforce. However, across all types of state early childhood programs, including subsidized child care, Head Start and Early Head Start and prekindergarten programs, disparities in access and the quality of the early experiences are contributing to an ever-widening state K-12 achievement gap. A comprehensive, high-quality early childhood system with coordination and increased collaboration at the state level through an early childhood advisory council linked to the Education Roundtable would help create greater efficiency in service delivery, save costs, coordinate funding, provide better coordinated and high quality services to children, their families and the communities they live in. A comprehensive system of high-quality early care and education programs can:

- Improve school readiness;
- Close the achievement gap;
- Increase high school graduation rates; and
- Prepare the next generation of workers and parents.

Indiana Association for the Education of Young Children, Inc.

4755 Kingsway Drive, Suite 107 | Indianapolis, Indiana 46205 | 800-657-7577/(317) 356-6884 | www.iaeyc.org

Interim Study Committee on
Education Issues
9/29/2011
Exhibit F

2. An integrated professional development system that attracts, educates, and retains high-quality early childhood teachers and administrators.

Provide joint professional development for teachers of young children in schools, child care programs, prekindergarten, Early Head Start, and Head Start – particularly preschool, kindergarten, and first grade teachers – in all areas of child development (including cognitive, social, emotional, physical, and approaches to learning) with knowledge of expectations for children's achievement, state early learning standards, the Head Start Child Outcomes Framework, and state K through 3rd grade standards. Attention should be given to appropriate alignment of curricula, assessment, and classroom practices in teaching and supporting children and families of diverse backgrounds and experiences, children with disabilities, and children who are dual language learners, and family engagement in children's development and learning.

Indiana Association for the Education of Young Children, Inc. knows by delivering on the promise of a comprehensive, high-quality early childhood state system we can help ensure that more children enter school healthy and prepared to learn, that high school graduation rates and the achievement gap will be positively affected, and that the economic viability of Indiana will be enhanced by a population that is more college- and career ready.

Today early childhood professionals across Indiana have on their laps the next wave of learners, workers, and parents who will shape the future generations.

Executive Summary

American Federation of Teachers

At the Starting Line: Early Childhood Education Programs in the 50 States

A study prepared by the AFT in 2002.

Full document at <http://www.aft.org/pdfs/ece/startingline1200.pdf>

High-quality early childhood education programs provide young children with experiences that promote healthy cognitive and social development and the basis for thriving in school. Over the past 20 years, states have made strides in terms of their attention to and provision of early childhood education. Two decades ago, only about 10 states provided early childhood education programs. Today, 46 states and the District of Columbia provide funds for some type of preschool program for children under age 5.

Nonetheless, the lack of quality early childhood programs in the United States is evident in the significant percentage of children starting kindergarten without the necessary skills to do well in school. Too many of these children lack critical preliminary skills such as knowledge of letters and numbers, knowing how to hold a book, or how to interact positively with their peers and teachers. When unaddressed early on, these deficiencies contribute to the achievement gap between advantaged and disadvantaged students—a gap that has narrowed over time but that still remains too wide. Without opportunities to learn these skills at an early age, students from *any* background can fall behind later in life. Too many students who come from disadvantaged backgrounds have limited access to structured early childhood programs and, therefore, have an even greater risk of falling behind.

This country needs an early childhood education structure that is state-supported, accountable for high standards, sufficiently funded to include all children who need it and whose parents want it, and comparable

to the systems of other high-achieving industrialized nations. State early childhood systems should provide adequate resources to recruit and retain highly qualified and well-compensated staff.

In this report, the American Federation of Teachers provides baseline information about states' provision of early childhood education, including the policies of preschool programs for 3- and 4-year-olds and kindergarten for 5-year-olds. By "early childhood education" we mean programs that prepare children for schooling starting at age 3; have qualified staff; and have standards for preliteracy, prenumeracy, social and emotional skills, and motor skills. Therefore, we reviewed the policies of state-supported preschool programs that:

- Had school-readiness or early childhood education as a goal;
- Were provided statewide;
- Were supported with state funds; and
- Served 3- and/or 4-year-olds.

We included Head Start in our analysis *only* if states were supplementing this program with state funds. We also studied whether states were funding full- or half-day kindergarten and whether they were requiring enrollment.

By reviewing the policies of states' early childhood education programs, this report addresses families' *access* to early childhood education and the *quality* of existing programs. As a preliminary overview, this report is intended to (1) give states more direction on the work that lies ahead of them; (2) further inform the dialogue about the importance of implementing a uni-

Make preschool available to all 3- and 4-year-olds, beginning with disadvantaged children.

versal, high-quality early childhood education system; and (3) fuel our call to action.

What We Found

Nearly every state provides funds for some type of preschool program for children under the age of 5. While this is notable progress, the breadth of these programs remains limited: States only provide state-funded programs to approximately 12 percent of all 3- and 4-year-olds. What we have nationwide can, at best, be described as a patchwork of early childhood education programs and initiatives that vary widely in quality, administration, funding, policies, providers, targeted communities, and other matters.

The following findings provide an overview of states' provision of early childhood education, as reflected by the criteria we identified:

- Twenty-eight states provide preschool programs to 3- and 4-year olds, without restricted access for 3-year-olds.
- Twenty-one states give enrollment priority to low-income children and children with other risk factors for all state-funded preschool programs.
- Eight states and the District of Columbia require all early childhood teachers to have a bachelor's degree and all early childhood workers to have at least a child development associate (CDA) credential or equivalent.
- Eight states pay lead early childhood teachers a salary comparable to the state's K-12 teachers.
- Thirty states require a 1:10 adult/child ratio for all preschool programs.
- Fourteen states have school readiness standards *and* require programs to use them.
- Every state and the District of Columbia fund half- or full-day kindergarten: Thirty-six states provide funds for both full- and half-day kindergarten, nine states and the District of Columbia provide funds only for full-day kindergarten, and five states provide funds only for half-day kindergarten.
- Seven states fund full- and half-day kindergarten and require kindergarten enrollment.
- Ninety-three percent of U.S. children go to kindergarten; 13 states require enrollment in kindergarten.

Recommendations

In light of these findings, this report includes a set of recommendations to states for taking next steps to promote high-quality, universal early childhood education. States need to:

- Make preschool available to all 3- and 4-year-olds, beginning with disadvantaged children.
- Guarantee full-day kindergarten for all children whose families want them to participate.
- Coordinate the administration of their early childhood education programs.
- Require higher levels of formal education and training; develop sources to increase compensation of all teachers and staff.
- Raise the overall quality of their programs.
- Require and enforce standards for all programs.

Distributed by the
Indiana Federation of Teachers
Sally Sloan
317-299-5395, ext. 301

For a strong economy, the skills gap must be closed.

58% By 2020, jobs requiring a career certificate or college degree

36% Indiana adults who currently have an associate degree or higher

22% Skills gap

Data: See website Sources and Methodology section.

Too few students make it through college.

Of students who enroll in a public college or university **100**

	2-Year Public College		4-Year Public College	
	Full-Time	Part-Time	Full-Time	Part-Time
Enroll	18	26	52	4
Return as sophomores	10	11	43	2
Graduate on time (100% time)	1	0	14	0
Additional graduates 150% time	1	1	16	1
200% time	2	1	2	0
Total graduates	4	2	32	1

Graduate in 4 years **6**

33 Graduate in 8 years

Key to measuring time

100% time	2 years	4 years
150% time	3 years	6 years
200% time	4 years	8 years

Data: 2-year cohort started in fall 2004; 4-year cohort started in fall 2011

! For too many students, the path through college ends with no degree — and often lots of debt.

Graduation Rates (Resident + Non-Resident), 2001-2010

Full-time first-time degree-seeking undergraduate students

4-YEAR GRAD RATE (On-Time)

Green = High Water Mark

Four-year Colleges	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	09-'10 diff
Ball State	20.8%	19.7%	21.6%	25.9%	27.0%	29.4%	30.1%	33.6%	34.6%	34.1%	-0.5%
Indiana State	18.1%	19.1%	19.5%	19.1%	18.1%	19.5%	20.5%	20.4%	19.2%	20.4%	1.3%
IU-Bloomington	53.9%	46.3%	47.2%	41.2%	48.7%	50.3%	50.3%	51.2%	52.5%	49.5%	-3.0%
IU-East	7.8%	5.8%	7.2%	4.4%	6.2%	5.8%	10.2%	9.0%	8.7%	6.2%	-2.5%
IU-Kokomo	10.4%	6.7%	6.5%	8.4%	9.9%	8.9%	12.0%	10.3%	8.7%	5.6%	-3.2%
IU-Northwest	9.4%	8.4%	5.7%	7.2%	10.8%	8.3%	11.4%	8.7%	9.4%	5.5%	-3.9%
IPFW	4.7%	4.3%	4.7%	3.2%	4.1%	4.0%	5.3%	4.8%	6.0%	8.1%	2.0%
IUPUI	9.0%	4.6%	5.8%	4.9%	7.3%	7.6%	9.3%	9.9%	10.2%	11.1%	0.9%
IU-South Bend	9.0%	7.6%	8.4%	4.9%	6.3%	3.6%	5.8%	6.1%	6.5%	4.7%	-1.8%
IU-Southeast	12.6%	9.4%	9.0%	3.9%	7.6%	8.2%	7.9%	8.0%	8.0%	9.0%	0.9%
PU-Calumet	7.8%	9.0%	9.4%	3.6%	4.3%	3.9%	4.3%	4.2%	6.8%	6.1%	-0.7%
PU-West Lafayette	26.8%	29.1%	31.3%	30.8%	32.3%	36.9%	36.5%	38.0%	37.5%	38.1%	0.6%
PU-North Central	2.6%	2.1%	3.2%	1.4%	1.9%	3.5%	1.6%	2.3%	8.7%	3.3%	-5.5%
Southern Indiana	10.2%	11.3%	13.5%	13.2%	12.4%	14.7%	12.8%	11.9%	14.3%	14.0%	-0.2%
Statewide	26.1%	24.1%	25.4%	24.0%	26.6%	28.5%	28.7%	30.0%	30.4%	29.5%	-1.0%
Nation*	24.6%	26.0%	26.4%	26.8%	27.9%	29.0%	29.4%	30.1%	30.7%	31.4%	0.7%
Indiana's Ranking*	18	29	24	28	26	22	23	23	23	26	-3

Indiana's Average Ranking since 2001 is 24th

6-YEAR GRAD RATE (150% of Time)

Green = High Water Mark

Four-year Colleges	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	09-'10 diff
Ball State	47.0%	46.7%	48.7%	52.1%	54.2%	57.4%	57.7%	59.4%	58.3%	56.7%	-1.6%
Indiana State	38.0%	37.3%	38.8%	40.3%	39.3%	40.7%	41.2%	43.1%	40.4%	43.6%	3.2%
IU-Bloomington	68.4%	69.1%	71.8%	71.2%	71.7%	71.6%	71.9%	72.9%	73.6%	71.1%	-2.6%
IU-East	17.6%	23.9%	25.6%	18.9%	19.8%	18.0%	17.6%	24.6%	19.0%	18.1%	-1.0%
IU-Kokomo	22.0%	18.1%	24.0%	22.8%	27.8%	24.7%	27.2%	27.8%	25.9%	23.5%	-2.4%
IU-Northwest	22.2%	25.9%	18.6%	23.6%	27.2%	23.5%	31.8%	24.3%	23.1%	19.4%	-3.8%
IPFW	19.8%	18.5%	21.2%	19.3%	18.3%	22.0%	23.1%	20.9%	23.1%	25.0%	1.9%
IUPUI	22.0%	21.0%	22.8%	22.2%	25.9%	27.4%	31.5%	31.8%	34.1%	34.2%	0.2%
IU-South Bend	20.8%	24.2%	27.2%	21.2%	25.4%	25.3%	26.5%	26.0%	26.8%	25.2%	-1.5%
IU-Southeast	27.8%	30.6%	28.4%	26.1%	30.0%	28.8%	29.0%	31.7%	25.6%	27.5%	1.8%
PU-Calumet	13.4%	18.6%	20.3%	22.1%	20.6%	22.8%	19.9%	20.3%	27.8%	24.8%	-3.0%
PU-West Lafayette	62.4%	63.6%	65.7%	64.0%	66.4%	70.2%	69.1%	71.8%	69.6%	69.4%	-0.2%
PU-North Central	7.7%	10.1%	9.8%	10.7%	11.8%	13.4%	13.0%	13.0%	18.4%	14.0%	-4.4%
Southern Indiana	30.1%	29.2%	31.3%	31.6%	33.2%	32.8%	30.7%	32.1%	33.9%	32.2%	-1.7%
Statewide	47.7%	47.8%	49.7%	49.7%	51.0%	52.4%	52.5%	54.0%	53.7%	52.6%	-1.1%
Nation*	51.0%	51.7%	52.8%	53.3%	54.1%	54.8%	55.1%	55.4%	55.8%	56.1%	0.3%
Indiana's Ranking*	29	31	30	31	30	29	30	25	27	30	-3

Indiana's Average Ranking since 2001 is 29th

3-YEAR GRAD RATE (150% of Time)

Green = High Water Mark

Two-year Colleges	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	09-'10 diff
Ivy Tech	12.8%	9.5%	9.7%	11.8%	10.1%	9.0%	8.5%	10.3%	7.9%	8.7%	0.8%
Vincennes	25.3%	21.7%	24.2%	20.7%	21.4%	24.2%	23.6%	23.9%	25.4%	17.8%	-7.6%
Statewide	18.3%	14.8%	15.0%	15.0%	13.9%	13.3%	13.2%	14.3%	12.5%	11.1%	-1.4%
Nation*	23.9%	23.7%	24.7%	23.4%	23.4%	22.8%	21.6%	22.1%	22.1%	22.1%	0.0%
Indiana's Ranking*	32	38	39	39	39	40	40	41	44	48	-4

Indiana's Average Ranking since 2001 is 40th

* = Rates and rankings are based on 2-Year or 4-Year **Public** Universities in the United States (excluding U.S. territories and D.C.)

Source: National Center for Education Statistics (NCES) - IPEDS, Federal Data System



Learning Communities

- Connection to peers, faculty, staff, University and greater community
- Nearly 25% of entering class involved in 63 LCs
- First-year retention 4% higher than overall student body

Boiler Gold Rush

- Nationally known orientation program
- Fosters connection between new students and their new home
- 5,300 registered
- Graduation rate 8% higher for participants

Purdue Promise

- Combines academic, social and financial support to 21st Century Scholars
- Increases access to Purdue
- 372 students
- First-year retention 2% higher than overall student body

Signals

- Detects early warning signs and provides intervention
- Named 2011 Campus Technology Innovator
- 2,200 participants
- Seeing increased retention over 4 years



Acknowledged for achievements in 4 of 8 student success programs

*Interim Study Committee on
Education Issues
9/29/2011*



IMPACT

- Transforming the way we teach based on how we know students learn
- 10% of most important and highest enrollment classes

Supplemental Instruction

- Self-selecting, course-specific, peer-led support program
- Promotes active, collaborative learning involving critical thinking and transferrable study skills

Core Curriculum

- Will allow students to explore while achieving academic goals in timely fashion

Foundations of Excellence

- Rigorous self-study of first-year experience to examine how we can optimize it for success





North Central

Success programs for low-income, first-generation, junior and senior high school students

Success Through Education

- Goal: Understand opportunities
- Result: 85% to college

PNC College Bound

- Goal: Academic Honors Diploma
- Reward: Scholarship Assistance



IPFW

Academic Success Center

- Center for Academic Support and Advancement (CASA)
- First Year Experience (FYE)
- Mastodon Advising Center (MAC)



Calumet

Undergraduate Research

- More than 1,300 students
- Projects with faculty
- Experiential learning courses
- Example topics:
 - I-80/I-65 traffic simulation
 - Modeling a boiler

Ball State University

College Completion Interim Study Committee on Education Issues

September 29, 2011

Interim Study Committee on
Education Issues
9/29/2011
Exhibit J

*Ball State University
Education Redefined*



QUALITY Education

Ball State University has differentiated itself by becoming an **increasingly selective** institution serving primarily **Hoosier undergraduate** students, offering a **unique educational experience.**



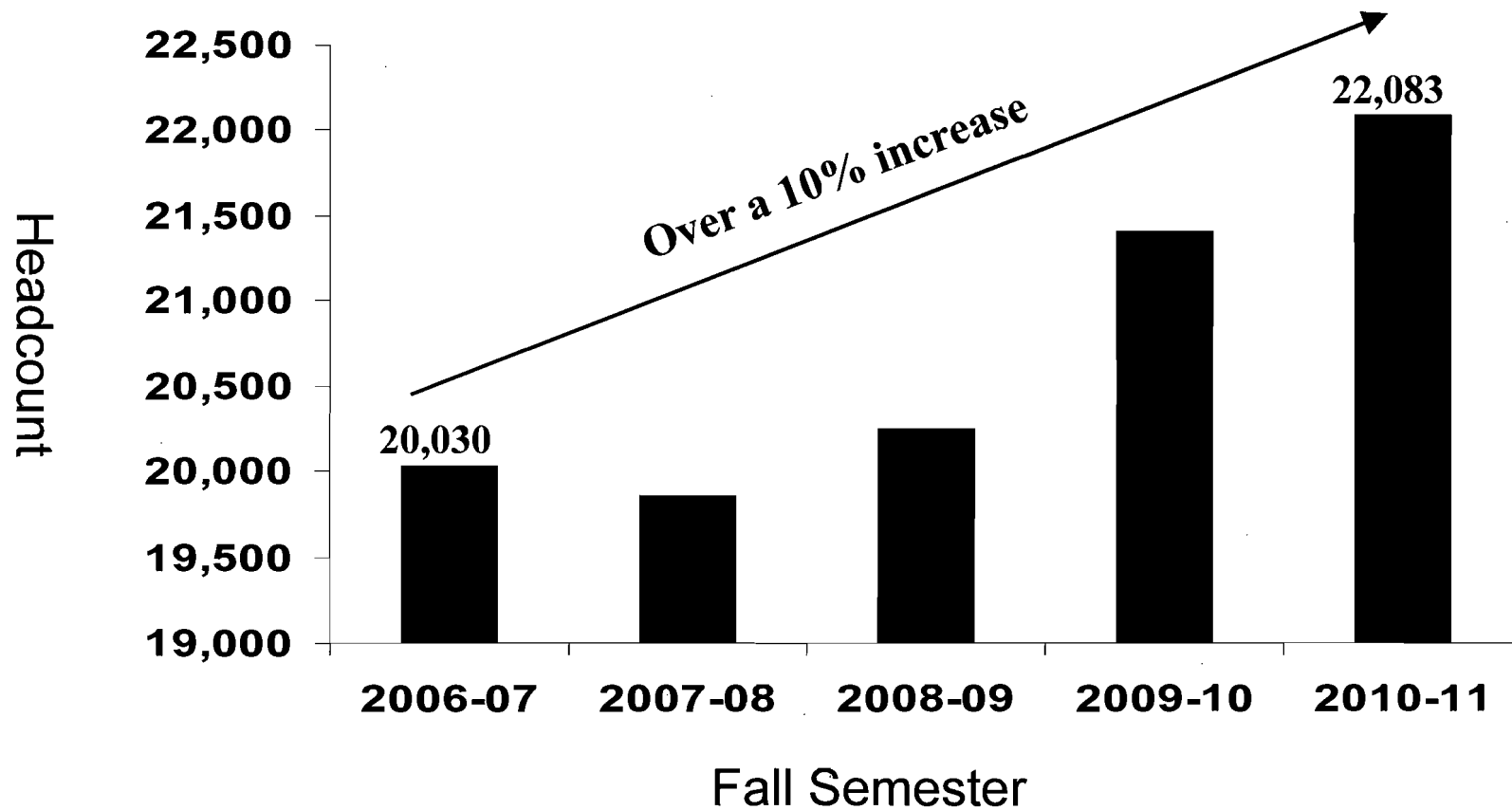
Building Indiana's Human Capital

- **Immersive Learning** cited by peers in national publications
 - Top 2 factors in *Hart Research Associates* 2010 employer survey
- **Entrepreneurial Focus**
 - **28 nationally ranked** academic programs
 - Entrepreneurship program **ranked in top 10 since 2000**
 - **Entrepreneurship Minor** offered to all students
- Recognized as **national leader in New and Emerging Media**
 - A growing part of the Indiana economy

U.S. News & World Report ranks us **20th among**
"up-and-coming" colleges and universities for 2010

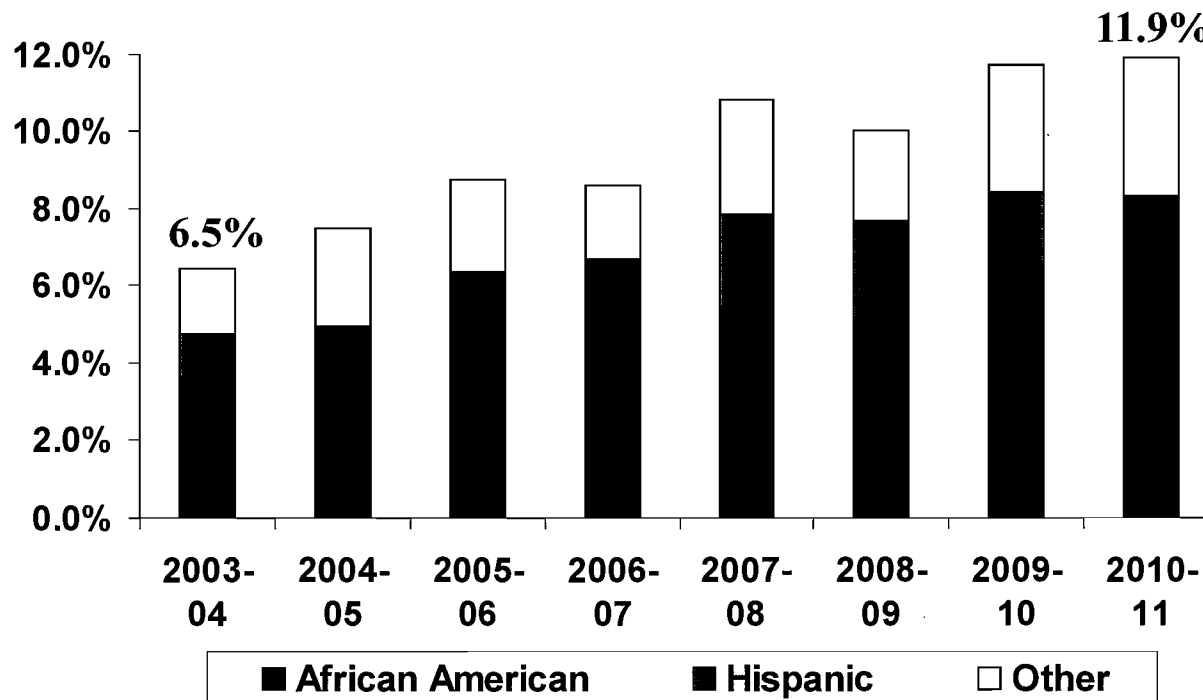


Total Enrollment



Minority Enrollment

Percentage of Full-time Freshman Cohort



Total minority:

84% increase

African American:

42% increase

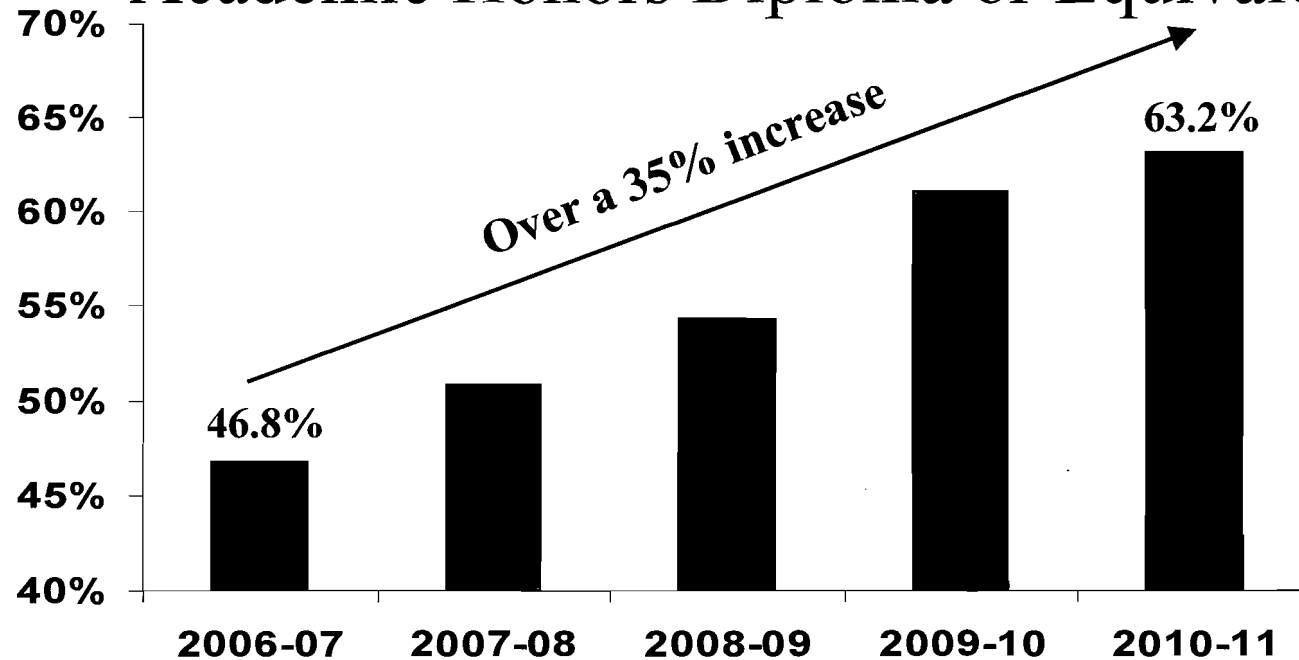
Hispanic:

183% increase



Better Prepared Students

Percentage of BSU Freshmen with
Academic Honors Diploma or Equivalent

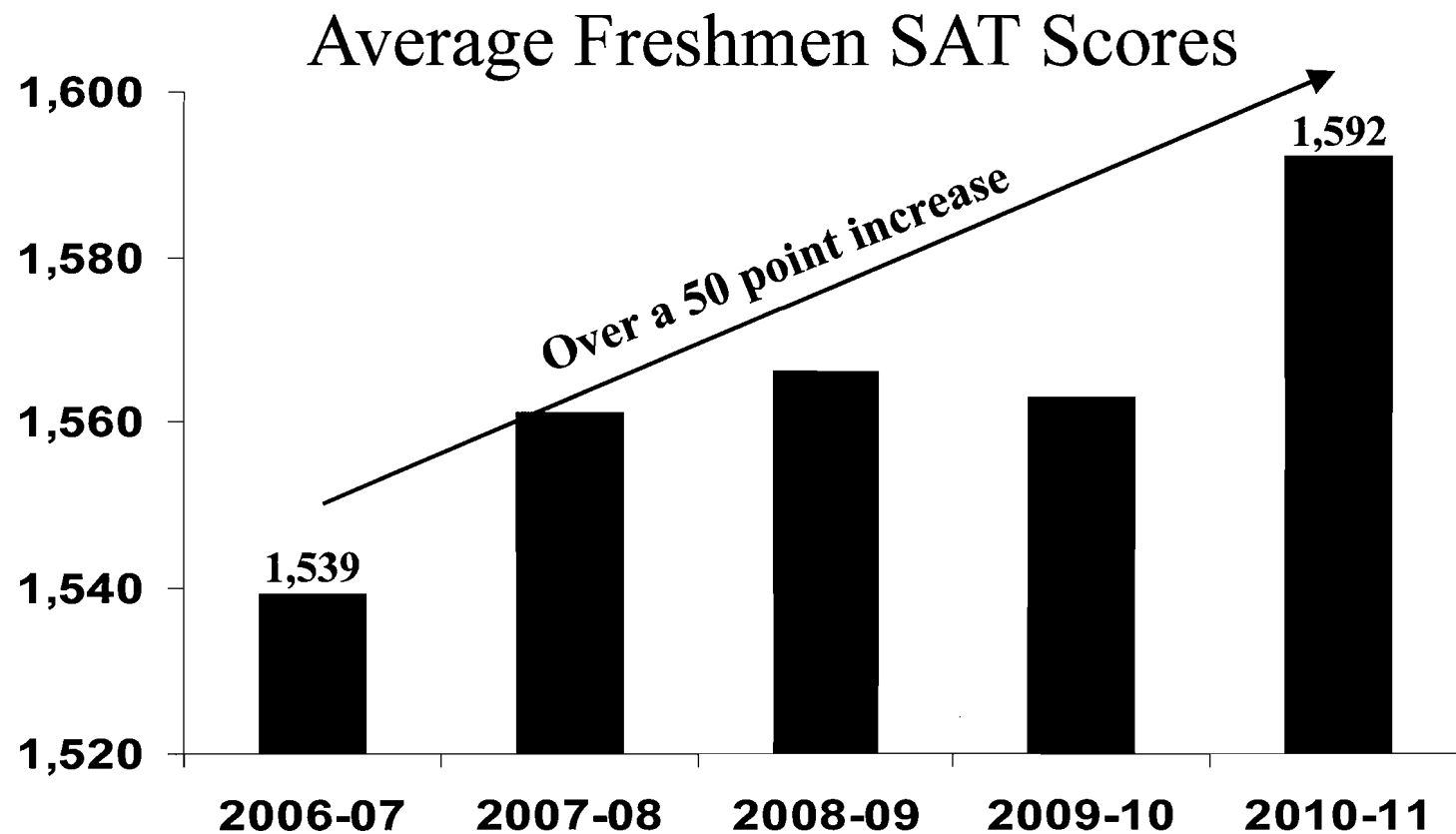


In 2009, only 32% of Indiana high school graduates
received the Academic Honors Diploma

Ball State University
Education Redefined



Better Prepared Students



“Value” Initiatives

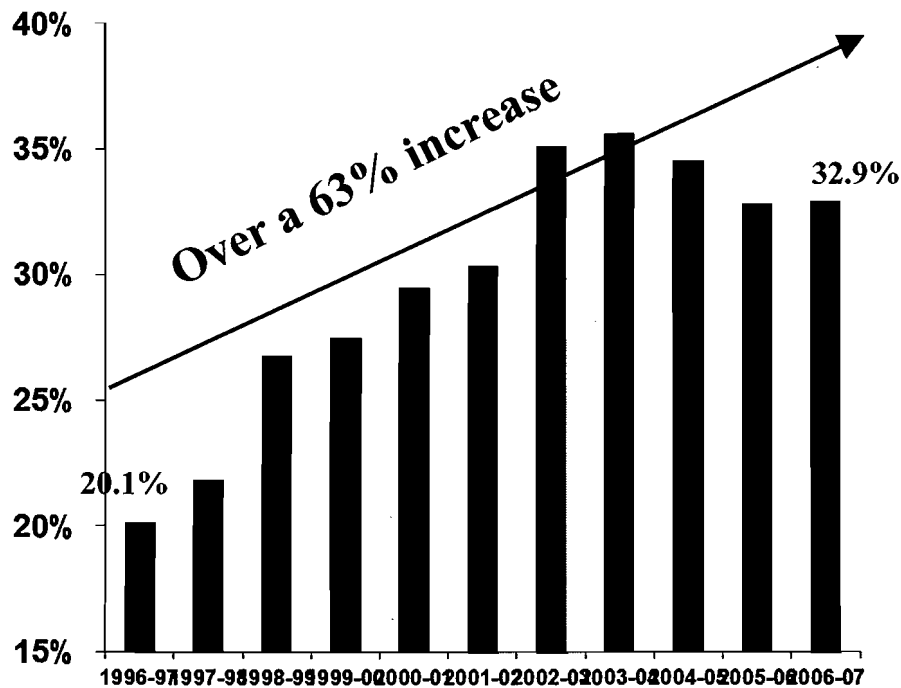
- Free tutoring to all students
- Removed scheduling impediments
- Reduced minimum credit hours for degree from 126 to 120
- Degree in Three
- Student career counseling starting the freshman year
- Restructured tuition – students can take more hours for less money
- Financial penalty for credit hours over 144

Chronicle of Higher Education recently reported that Ball State had the **6th highest long-term improvement in graduation rates** of any public, research university in the nation

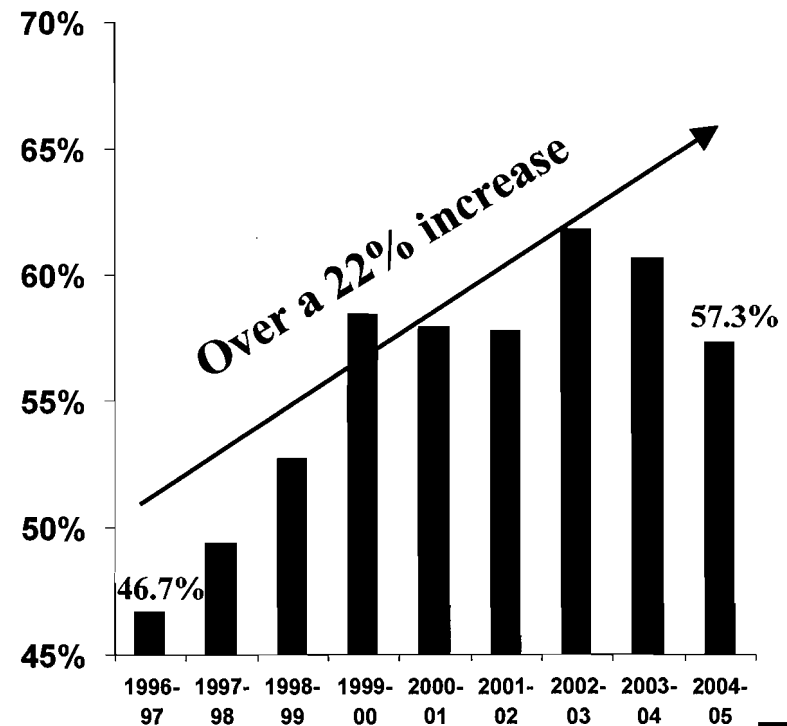


Graduation Rate

4-Year Rate



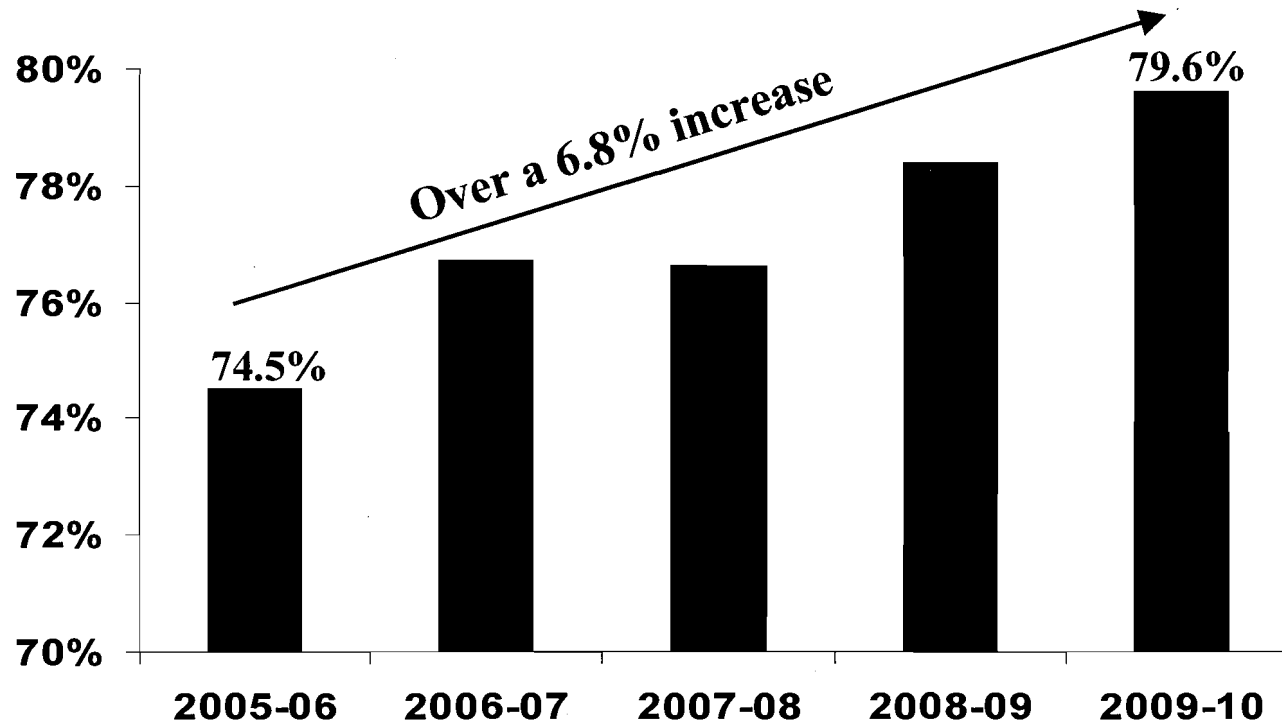
6-Year Rate



Year Freshmen Cohort Entered (Fall Semester)



Freshman Retention

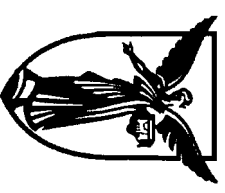


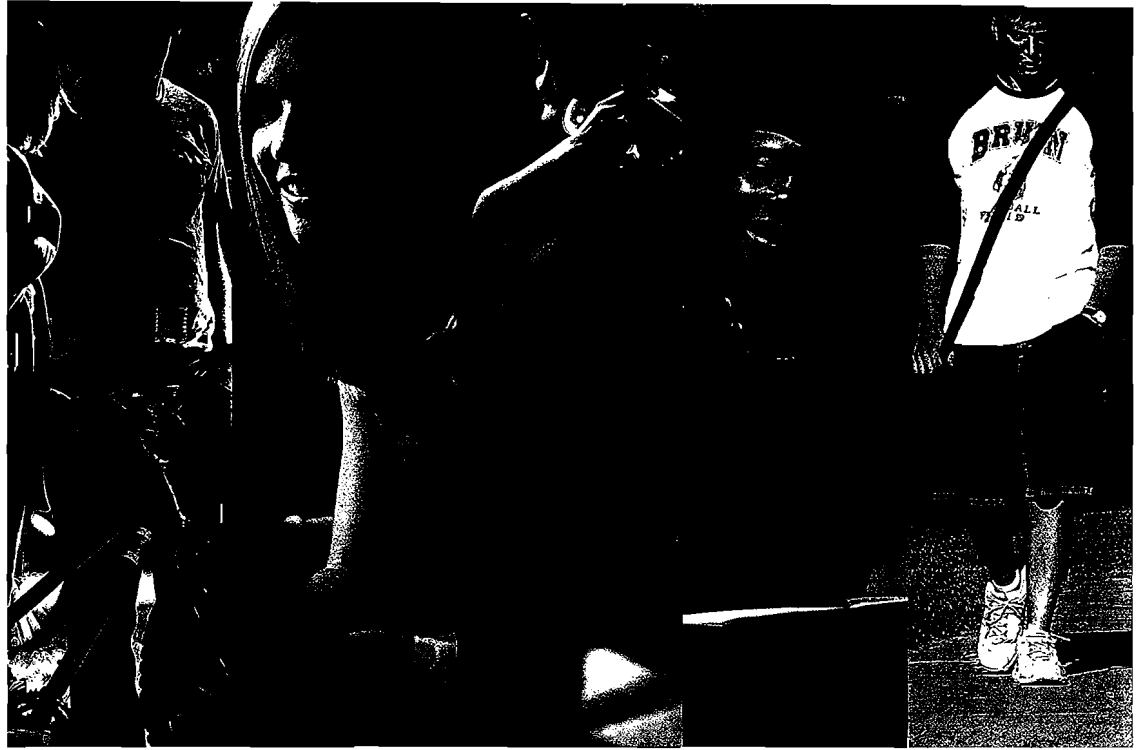
Better prepared students will result in higher graduation rates; retention is a leading indicator





Questions





INDEPENDENT COLLEGES OF INDIANA

ICISTRONG

THE COLLECTIVE PERFORMANCE OF INDIANA'S
31 PRIVATE, NONPROFIT COLLEGES AND UNIVERSITIES

*Interim Study Committee on
Education Issues
9/29/2011
Exhibit K*

 **ICIIndiana**
Independent Colleges of Indiana, Inc.

ICI STRONG



DEGREES ASSOCIATE, BACHELOR, MASTER, DOCTORAL

87,000+ TOTAL STUDENTS

20% SHARE OF INDIANA'S TOTAL COLLEGE ENROLLMENT

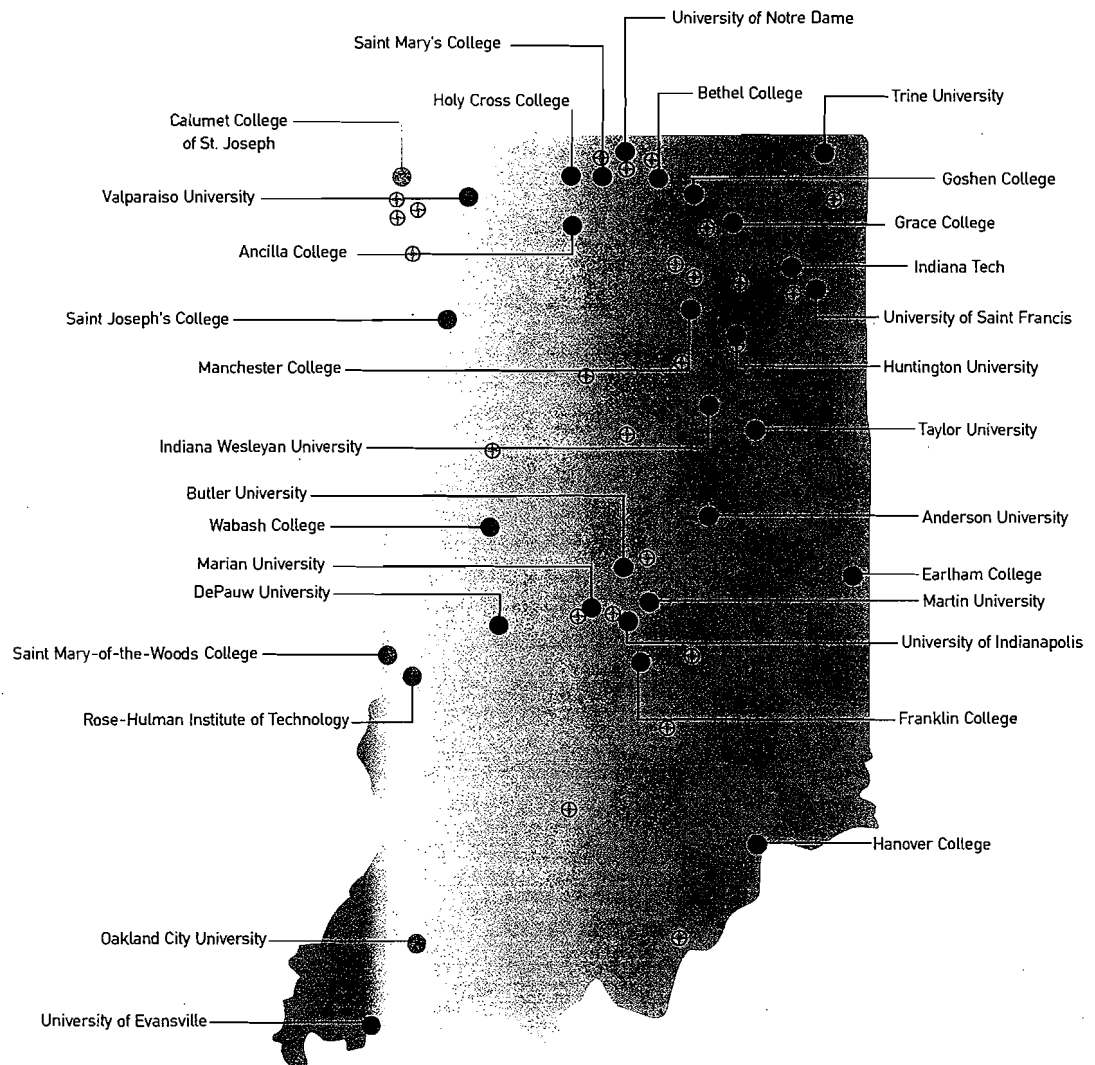
35% SHARE OF INDIANA'S BACHELOR'S DEGREES EACH YEAR

230+ FIELDS OF STUDY

14:1 AVERAGE STUDENT/FACULTY RATIO

MORE THAN 90% STUDENTS RECEIVING FINANCIAL AID

31 for Indiana



● Main Campus

⊕ Indiana cities and towns served by satellite campuses or learning sites provided by one or more ICI colleges.

STRONG



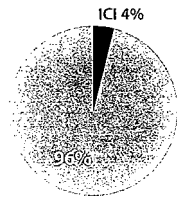
STUDENTS ARE MORE SATISFIED WITH THE PERSONAL EXPERIENCE AT PRIVATE INSTITUTIONS

THE TOP 5 ASPECTS OF SATISFACTION:

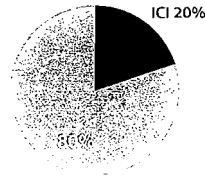
- 1 CLASS SIZE**
- 2 COURSES IN STUDENT'S MAJOR FIELD**
- 3 STUDENT INTERACTION**
- 4 OVERALL QUALITY OF INSTRUCTION**
- 5 OVERALL COLLEGE EXPERIENCE**

Source: Higher Education Research Institute, College Senior Survey, 2007-08.

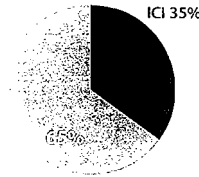
degrees



ICI Colleges and Universities



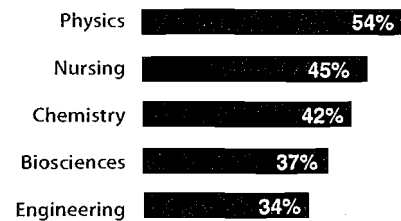
Public Colleges and Universities



The 4-20-35 Equation: Students with financial need at ICI campuses receive less than 4 percent of the state's total non-capital expenditures on higher education. Overall, ICI campuses enroll 20 percent of all undergraduates in Indiana, yet produce 35 percent of all bachelor's degrees awarded in the state.

Sources: Indiana State Budget Agency, fiscal year 2009-10; IACRAO, Fall Enrollment Survey, 2009; IPEDS, Completion Survey, 2009.

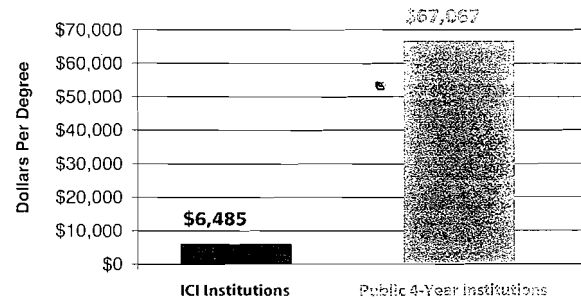
Not only do ICI member institutions produce a disproportionately large share of Indiana's bachelor's degrees (35 percent in all) in relation to their enrollment (20 percent of all undergraduates), but they also produce a disproportionate share of the bachelor's degrees in high-demand fields so critical to Indiana's future economic success.



Source: Integrated Postsecondary Education Data System, Completions Survey, 2010, U.S. Department of Education.

In 2009, Indiana's independent colleges and universities produced a total of 13,842 bachelor's degrees for an average cost to the state of \$6,485 per degree; Indiana's public universities produced 26,858 bachelor's degrees for an average cost to the state of \$67,067 per degree.

Note: Average cost per degree has been calculated for ICI based on the total state aid received by ICI students with financial need in fiscal year 2008-09 (\$87.9 million) and for the public colleges and universities on the total state non-capital support that their campuses and students received in that year (\$1.6 billion).



Source: State Student Assistance Commission of Indiana, 2008-09; IPEDS, Completions Survey, 2009.

STRONG

ENROLLING **20%** OF INDIANA'S HIGHER-EDUCATION STUDENTS, ICI CAMPUSES PRODUCE:

35% OF THE STATE'S BACHELOR'S DEGREES

37% OF THE STATE'S MASTER'S DEGREES

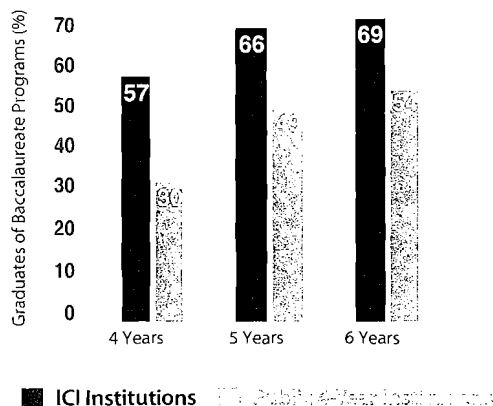
25% OF THE STATE'S DOCTORAL DEGREES

degrees

Students at ICI members institutions are almost twice as likely to graduate in four years as their peers at public 4-year institutions, saving ICI students both time and money and giving them a head start on their careers.

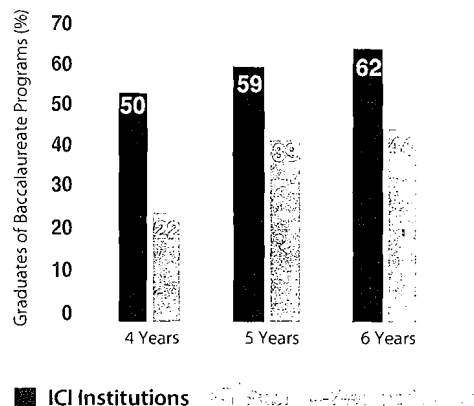
Overall, students at ICI member institutions are almost twice as likely to graduate in four years as their peers at public 4-year institutions, and for minority students the advantage is even greater. Minority students at ICI campuses are almost two-and-a-half times more likely to graduate in four years as minority students at public 4-year institutions.

Fall 2003 Entering Cohort



Source: Integrated Postsecondary Education Data System, Graduation Rate Survey, 2010.

Fall 2003 Entering Cohort



Source: Integrated Postsecondary Education Data System, Graduation Rate Survey, 2010.

IN DOLLARS: WHAT GRADUATING ON TIME CAN MEAN

SAVED

Average ICI Tuition **\$25,547**

EARNED

Average National
Starting Salary Offer
for Liberal Arts Graduates **\$35,633**

NET BENEFIT \$61,180

Since ICI students are almost twice as likely to graduate in four years, they can avoid an additional year (or two) of tuition, as well as begin to earn an income sooner.

Sources: National Association of Colleges and Employers, 2011; ICI Institutions

ICI STRONG

20%

ICI SHARE OF STATE'S
TOTAL ENROLLMENT

24%

ICI SHARE OF STATE'S
MINORITY STUDENTS

250,000+

ALUMS LIVING IN
INDIANA

REPRESENTED BY
ICI INTERNATIONAL
STUDENTS

**MORE THAN
50%**

OF UNDERGRADUATES
FROM INDIANA

57%

FEMALE

GENDER SPLIT

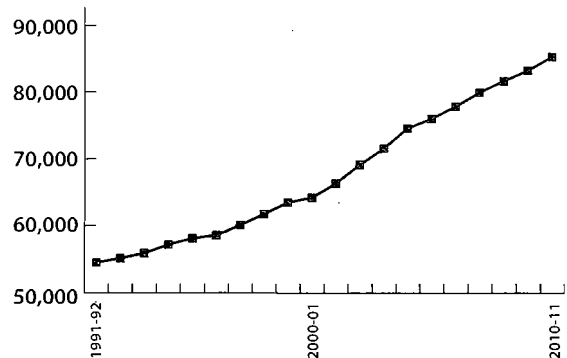
43%

MALE

87,000+ students

Over the past twenty years, the total enrollment at Indiana's 31 independent campuses has grown steadily to 87,487 in Fall 2010. In fact, many of our campuses reported record or near-record enrollments in overall student numbers and/or incoming classes for the past two academic years.

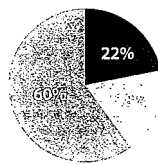
Source: Indiana Association of Collegiate Registrars and Admissions Officers



The total number of students enrolling in Indiana higher education has increased dramatically—by almost 33 percent—over the past 10 years. While every sector has experienced overall growth in the total number of students during this time period, shifts in market

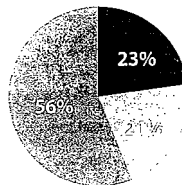
share have occurred. The public 2-year sector (community-college level) gained more than 10 percentage points of market share. The public 4-year sector lost approximately that same amount. Indiana's independent sector has remained relatively stable.

FALL 2001



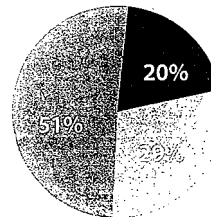
Total: 324,114

FALL 2005



Total: 370,125

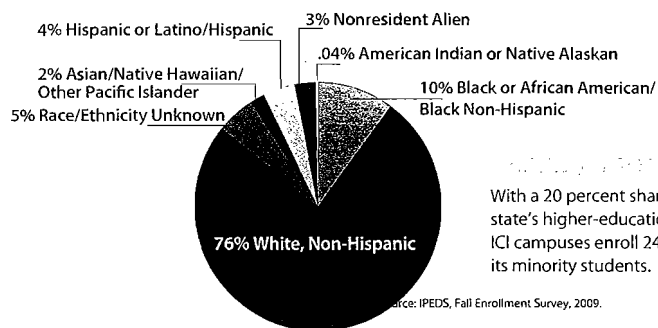
FALL 2010



Total: 427,298

Public 4-Year Institutions
Public 2-Year Institutions
ICI Institutions

Source: Indiana Association of Collegiate Registrars and Admissions Officers, Fall Enrollment Report



With a 20 percent share of the state's higher-education students, ICI campuses enroll 24 percent of its minority students.

Source: IPEDS, Fall Enrollment Survey, 2009.

STRONG



MORE THAN 90% OF ICI STUDENTS RECEIVE
ONE OR MORE TYPES OF FINANCIAL AID

88% INSTITUTIONAL GRANT AID
(FROM THE COLLEGE ITSELF)

27% FEDERAL GRANT AID

26% STATE GRANT AID

\$3,500 LESS

AVERAGE FAMILY INCOME OF ICI STUDENTS
COMPARED TO THEIR PEERS AT PUBLIC 4-YEAR
UNIVERSITIES

affordability

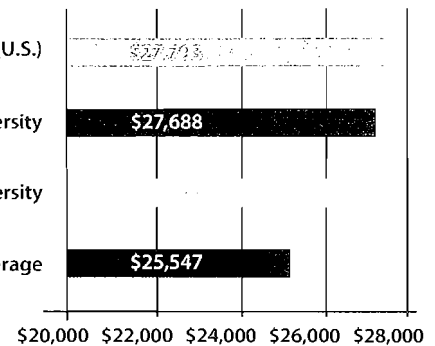
Not only is the average tuition of ICI campuses this academic year more than \$2,200 lower than the average of independent colleges nationwide, but it is also lower than the tuition for out-of-state students at the state's major public universities. Tuition for out-of-state students attending either the IU or Purdue main campus is a more accurate reflection of the actual cost of attendance without benefit of the state subsidies provided to these institutions by taxpayers. Indiana students at ICI campuses are eligible for need-based financial aid from the state, but the campuses themselves receive no state funding.

All Independent Institutions (U.S.)

Indiana University

Purdue University

ICI Average



Source: College Board, "Trends in College Pricing"; Institutional websites.

More than 90 percent of full-time undergraduate students at ICI member institutions receive one or more types of financial aid. State, federal, and institutional financial aid combined—along with the support of special scholarship initiatives—often makes an independent college or university no more expensive than a public university and sometimes even less so.

Average INSTITUTIONAL grant (received by 88% of ICI undergraduates)

\$13,434

Average STATE grant (received by 26% of ICI undergraduates)

\$4,744

Average FEDERAL grant (received by 27% of ICI undergraduates)

\$2,951

Sources: State Student Assistance Commission of Indiana, 2009-10; IPEDS Financial Aid Survey, 2009-10.

PUBLIC/PRIVATE COMPARISON

	Average Debt	% Graduating w/ Debt
4-Year Publics	\$24,487	60%
Private, Nonprofit	\$26,588	70%

Source: Student Debt and the Class of 2009, Institute for College Access and Success.

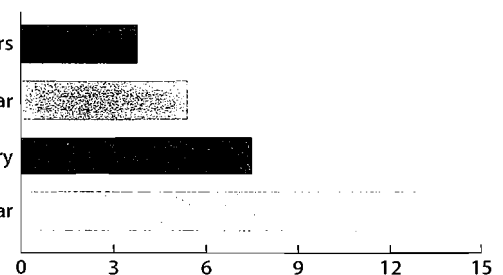
ICI Members

Public 4-Year

Proprietary

Public 2-Year

Default Rate (%)



Source: Federal Student Aid, U.S. Department of Education.

STRONG

IN ADDITION TO DIRECT ECONOMIC
IMPACT, ICI CAMPUSES CONTRIBUTE TO
COMMUNITIES THROUGHOUT THE STATE:

INTELLECTUAL CAPITAL

CULTURAL ENRICHMENT

COMMUNITY SERVICE

RESEARCH AND INNOVATION

CIVIC LEADERSHIP

economic impact

Indiana's 31 Independent Campuses

Total Local Economic Impact:
\$3.9 Billion*

**Total Institutional
Expenditures:** \$2.1 Billion

Total Employed: 19,826

**Total Salaries, Wages &
Benefits:** \$921.4 Million

In addition to producing a disproportionately large number of Indiana's bachelor's degrees, ICI's 31 colleges and universities have a direct economic impact on communities in every corner of the state.

*Local Economic Impact is a standard economic expression derived by multiplying an institution's total expenses by a computed multiplier [the average multiplier for Indiana: 1.84], meaning that the spending of each dollar by our campuses results in the contribution — or attraction — of an additional \$0.84 in spending to the local economy.

Source: IPEDS, 2009.

INSTITUTION NAME	ECONOMIC IMPACT*	TOTAL EMPLOYEES
Ancilla College	\$11.9 M	103
Anderson University	\$92.7 M	437
Bethel College	\$55.4 M	417
Butler University	\$217.4 M	1,177
Calumet College of St. Joseph	\$24.3 M	241
DePauw University	\$174.6 M	771
Earlham College	\$88.0 M	360
Franklin College	\$47.9 M	235
Goshen College	\$55.6 M	332
Grace College	\$41.4 M	220
Hanover College	\$61.2 M	296
Holy Cross College	\$18.9 M	108
Huntington University	\$45.9 M	263
Indiana Tech	\$51.1 M	400
Indiana Wesleyan University	\$251.0 M	2,600
Manchester College	\$46.7 M	281
Marian University	\$59.8 M	403
Martin University	\$15.0 M	85
Oakland City University	\$57.3 M	363
Rose-Hulman Institute of Technology	\$134.5 M	472
Saint Joseph's College	\$42.0 M	219
Saint Mary-of-the-Woods College	\$29.4 M	259
Saint Mary's College	\$104.5 M	541
Taylor University	\$100.0 M	606
Trine University	\$60.9 M	406
University of Evansville	\$120.4 M	543
University of Indianapolis	\$153.8 M	867
University of Notre Dame	\$1.4 B	5,164
University of Saint Francis	\$57.4 M	356
Valparaiso University	\$197.6 M	1,053
Wabash College	\$98.6 M	248
TOTAL	\$3.9 BILLION	19,826

Source: IPEDS, 2009.

learn more

UNIVERSITY/INSTITUTION	CAMPUS CITY	WEBSITE	PHONE	EMAIL
Ancilla College	Donaldson	www.ancilla.edu	(574) 936-8898	admissions@ancilla.edu
Anderson University	Anderson	www.andu.edu	(765) 941-1222	admissions@anderson.edu
Bethel College	Mishawaka	www.BethelCollege.edu	(574) 807-7600	admissions@BethelCollege.edu
Bates University	Moline, IL	www.bates.edu	(317) 625-4111	admission@bates.edu
Calumet College of St. Joseph	Whiting	www.ccsj.edu	(219) 473-4215	admissions@ccsj.edu
DePauw University	Greensburg	www.depauw.edu	(765) 651-6000	admissions@depauw.edu
Earlham College	Richmond	www.earlham.edu	(765) 983-1600	admission@earlham.edu
Franklin College	Franklin	www.franklin.edu	(317) 893-8600	admission@franklin.edu
Goshen College	Goshen	www.goshen.edu	(574) 535-7535	admission@goshen.edu
Grace College	Winchester, IN	www.grace.edu	(317) 391-7700	admission@grace.edu
Hanover College	Hanover	www.hanover.edu	(800) 213-2178	admission@hanover.edu
Holy Cross College	Notre Dame	www.hcc.edu	(317) 239-8000	admissions@hcc.edu
Huntington University	Huntington	www.huntington.edu	(260) 359-4000	admissions@huntington.edu
Indiana Tech	Fort Wayne	www.indtech.edu	(260) 422-5551	admissions@indianatech.edu
Indiana Wesleyan University	Marion	indwes.edu	(866) 468-6498	admissions@indwes.edu
Manchester College	North Manchester	www.manchester.edu	(260) 982-5000	admission@manchester.edu
Marian University	Indianapolis	www.marian.edu	(317) 955-6300	admissions@marian.edu
Martin University	Indianapolis	www.martin.edu	(317) 545-3235	admissions@martin.edu
Oakland City University	Oakland City	www.oak.edu	(800) 737-5125	ocuadmit@oak.edu
Rose-Hulman Institute of Technology	Terre Haute	www.rose-hulman.edu	(317) 877-8213	admissions@rose-hulman.edu
Saint Joseph's College	Rensselaer	www.saintjoe.edu	(219) 866-6000	admissions@saintjoe.edu
Saint Mary-of-the-Woods College	Saint Mary-of-the-Woods	www.smwc.edu	(317) 555-5100	smwcadms@smwc.edu
Saint Mary's College	Notre Dame	www.saintmarys.edu	(574) 284-4000	admission@saintmarys.edu
Taylor University	Upland	www.taylor.edu	(765) 593-5511	admissions@taylor.edu
Trine University	Angola	www.trine.edu	(260) 665-4100	admit@trine.edu
University of Evansville	Evansville	www.evansville.edu	(800) 423-0533	admissions@evansville.edu
University of Indianapolis	Indianapolis	www.uindy.edu	(866) 421-7173	admissions@uindy.edu
University of Notre Dame	Notre Dame	www.nd.edu	(574) 631-7500	admissions@nd.edu
University of Saint Francis	Fort Wayne	www.sf.edu	(260) 399-7999	admis@sf.edu
Valparaiso University	Valparaiso	www.valpo.edu	(219) 464-5000	undergrad.admission@valpo.edu
Wabash College	Crawfordsville	www.wabash.edu	(765) 361-6100	admissions@wabash.edu

STRONG



THE INDEPENDENT COLLEGES OF INDIANA

COLLECTIVE VOICE OF INDIANA'S 31 PRIVATE, NONPROFIT COLLEGES AND UNIVERSITIES

FOUNDED 1948

PURPOSE ACADEMIC EXCELLENCE AND CHOICE IN HIGHER EDUCATION FOR ALL STUDENTS, REGARDLESS OF FAMILY BACKGROUND

SUPPORTING ACTIVITIES

PUBLIC POLICY ADVOCACY
CORPORATE AND FOUNDATION FUNDRAISING
PUBLIC INFORMATION AND RESEARCH
COLLABORATIVE SERVICES
ADMINISTRATION OF LILLY ENDOWMENT
COMMUNITY SCHOLARSHIP PROGRAM



3135 North Meridian Street
Indianapolis, IN 46208-4717
phone 317.236.6090
fax 317.236.6086
e-mail info@icindiana.org
www.icindiana.org

For institutional-level data, go to
www.icindiana.org/research.

MARIAN UNIVERSITY
— Indianapolis —

21st Century Scholars

Support and Success

Interim Study Committee on Education Issues

September 29th, 2011



Interim Study Committee on
Education Issues
9/29/2011
Exhibit L

MARIAN UNIVERSITY

Indianapolis

Support

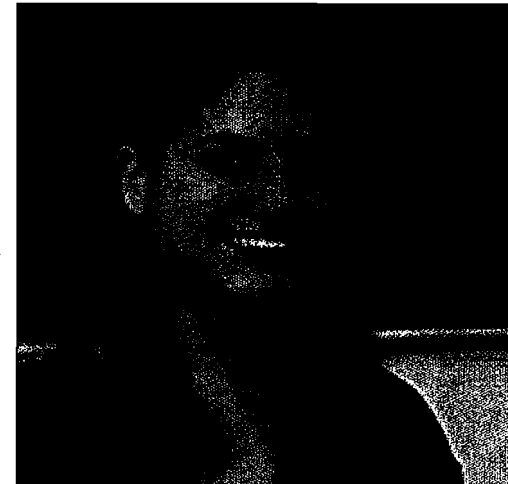
- *Peer Mentor Program*
- *Scholar Orientation*
- *Community Mentors*
- *21st Century Scholar Director*
- *Monthly scholar meetings and social opportunities.*
- *Individual meetings to track and monitor progress.*
- *Scholar commitment agreement.*



MARIAN UNIVERSITY
— Indianapolis —

Support

- *Learning and Counseling Center*
- *Peer Tutors*
- *Career Services*
- *Writing Center*
- *Student Success Seminars*
- *Freshmen Experience cohort.*
- *Liberal Arts curriculum.*
- *Experiential learning expectations.*



MARIAN UNIVERSITY

Indianapolis

Success

- *Four year student success plan.*
- *Close personal attention to each student.*
- *Small class size.*
- *Early opportunities for leadership and engagement.*
- *Strong focus on retention from freshmen to sophomore year.*
- *Scholar retention is at or above overall student body retention for freshmen to sophomore year.*
- *Completion rate has increased incrementally and is at the same rate as the overall student body.*




Manchester College



Find your place.


Manchester College

Find your place.

Interim Study Committee on
Education Issue
9/29/2011
Exhibit M



Find your place.



- Academic Support
- Writing Center
- Services for Students with Disabilities



Find your place.



SUCCESS
CENTER

Find yourself here.

- Academic Support
- Writing Center
- Services for Students with Disabilities
- Honors Program
- Career Services
- Counseling and Health Services


Manchester College



Find your place.





High Impact Activity Report Card

MC	All	High Impact Activity
		Service Learning
		Internships
		Capstone Courses and Projects
		Diversity and Global Learning Experiences
		Writing Intensive Courses
		Collaborative Assignments
		Undergraduate Research
		First Year Experiences
		Common Intellectual Experiences
		Learning Communities



High Impact Activity Report Card

MC	All	High Impact Activity
75%	48%	Service Learning
73%	50%	Internships
84%	65%	Capstone Courses and Projects
10%	1%	Diversity and <u>Global</u> Learning Experiences
		Writing Intensive Courses
		Collaborative Assignments
		Undergraduate Research
		First Year Experiences
		Common Intellectual Experiences
		Learning Communities




Manchester College

Find your place.





Find your place.

At Manchester College, success isn't an option ... *it's a guarantee!*

TRIPLE GUARANTEE

Affordability. Graduation. Results.

- ≡ GUARANTEE 1** **Financial aid for all full-time students, and full tuition for academically strong low-income students who live in Indiana**
- ≡ GUARANTEE 2** **Graduation within four years for all full-time students, or pay no tuition for credits needed at Manchester to graduate in five years**
- ≡ GUARANTEE 3** **A job or enrollment in graduate school within six months of graduation, or return for a full year tuition-free**



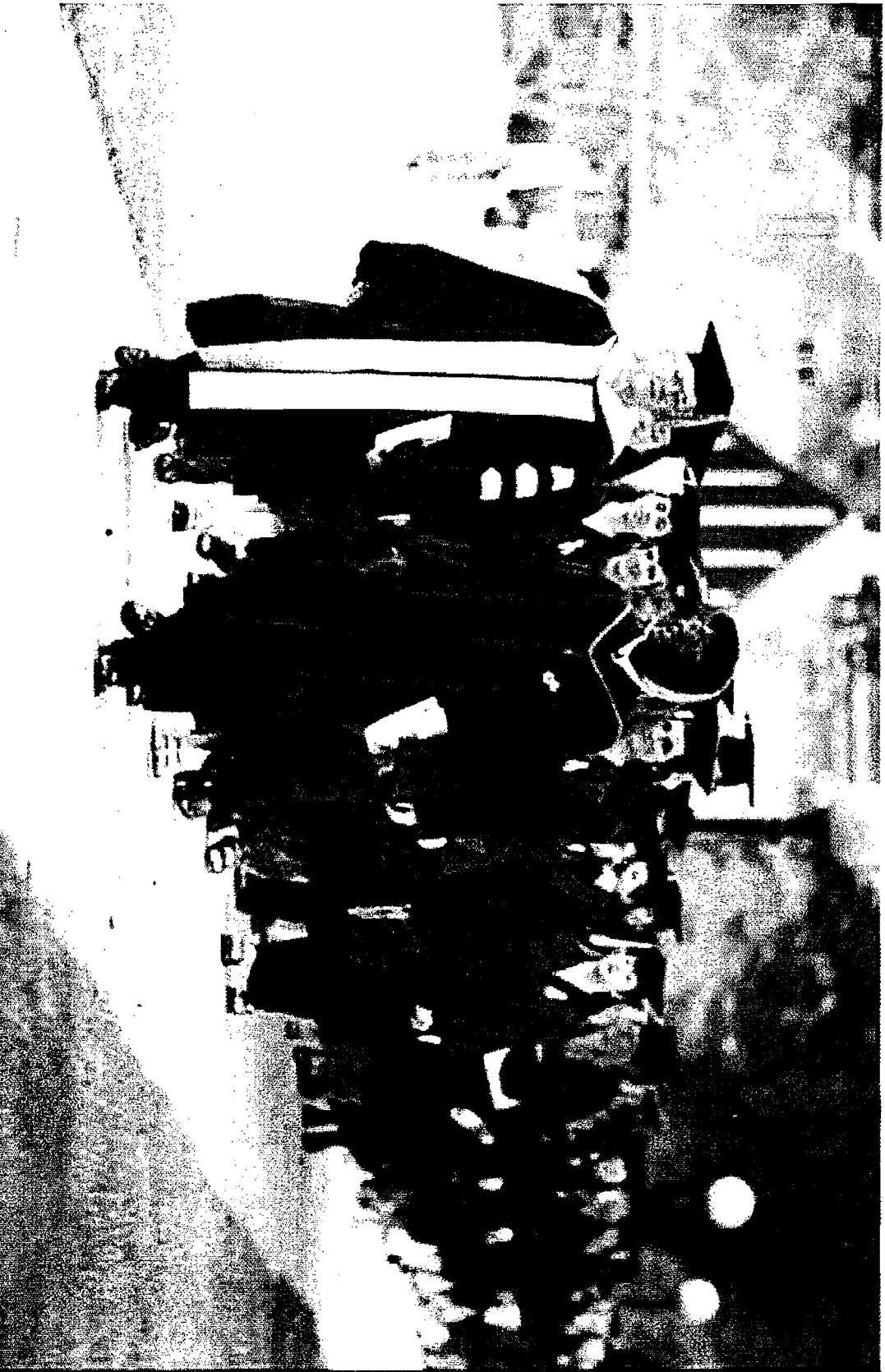
Graduate Success

- 85% of graduates finish in four years
- 96% of graduates are employed or in graduate school within six months of graduation

 Manchester College



Find your place.



Remarks Prepared for Senate Ed. Committee Hearing-September 29, 2011
Rebecca Mullen-Vincennes University on behalf of the AAUP Indiana Conference

Every time you stop a school, you will have to build a jail. What you gain at one end you lose at the other. It's like feeding a dog on his own tail. It won't fatten the dog.

- Speech 11/23/1900

These words are as true today as they were in the America of 1900 when Mark Twain penned them. He also famously advised students not to let school interfere with their education. Twain was a powerful cynic when it came to the mediocrity of formalized education. In fact, he wouldn't have much nice to say about most of us in this room today. But he would approve of what we are all at least trying to do here, or say we are trying to do.

Education and educators, which includes all of us here to some extent or another, are in the business of not just preparing, but of saving, of inventing, of repairing, of expanding, of empowering, of redirecting, yes and of challenging human lives. And human lives are messy. They do not run a straight course. They come together and then they fall apart.

Today's college students, in each one of their permutations, are creatures of choices and *with* choices. Some make better ones than others, but the fact is they all have lots of them to make. Staying enrolled in college is not a choice when you are faced with fighting breast cancer. Staying in college is not a choice when your husband loses his job, and then decides that you and your three children are too big a burden and walks away. Staying in college is not a choice when a good job comes along and you have bills to pay. Staying in college is not a choice because it just isn't any fun. These are a few of the dozens of student laments I hear as they tell me they will not be back next year. "But, I loved your class," they assure me. That is nice to hear but small consolation. As much as I may implore them to stick it out, that it will get better, that they can have another few days to finish the paper, the bottom line is, I cannot make that choice for them. Are they failures? Maybe the state sees it that way, but I don't. Maybe they just have to learn another kind of lesson right now.

Education, it has been said, is an easy target for criticism, for its aims are so lofty. And to those lofty aims we assign large investments of time and money. And we all expect big things from something when we apply big dollars to it. There is education and there are graduation rates. They don't necessarily have anything to do with each other. In Indiana, we can build ourselves a tiger made of diploma paper, but in the end it will not stand when the winds shift yet again.

Twain didn't cotton a whole lot to educators. "God made the Idiot for practice and then He made the School Board." But then again, Twain wasn't much fonder of politicians. Ladies and Gentlemen, we need your assistance, in both our successes and our failures; for both the successes and the failures are called human lives. Thank you.

Interim Study Committee on
Education Issues
9/29/2011
Exhibit N

September 29, 2011

Testimony on behalf of the Indiana State Conference of the American Association of University Professors (AAUP) regarding College Completion by Theodore K. Miller, Professor Emeritus of Public and Environmental Affairs, Indiana University Bloomington

In most institutions of higher learning, many of the most basic elements related to college completion are controlled by the faculty. This includes whether or not students complete courses successfully and which courses are required in order to earn a degree. It therefore follows that the faculty role must be a key consideration in any effort to increase the academic performance of a campus.

We appreciate why the State is interested in increasing graduation rates for college students and we understand that the performance funding system is meant to accomplish that goal. We do wonder, however, what ultimate graduation rate goal the State has in mind. One of the most basic functions of the faculty in an institution of higher learning is to protect academic integrity. This is done in part by insisting that students perform at a certain level before assigning a passing grade in a course, and by designing a curriculum that includes courses which develop knowledge and skills that are useful to the student going forward. Conditioning university funding on increasing the graduation rate could communicate a very dangerous message to faculty members: that too much academic integrity will damage the institution's financial condition as well as their own. Such a system creates a clear conflict of interest for each faculty member, and we do not believe it is in the best interest of the State to embed this dynamic into the higher education sector.

What is the ideal graduation rate for a particular campus? We believe that within the current performance funding system, the ideal rate is viewed as 100% -- the higher the rate gets, the bigger will be the change in relation to the baseline and the larger the share of funding the campus will garner. What would it take to get the rate to 100% on a campus, or to increase it significantly, given the current student body? One of the possibilities is certainly related to the level of academic integrity, and the incentives in the performance funding system seem likely to erode that over time, particularly if an ever larger portion of state funding is put into that stream.

We believe it is essential to modify the performance funding system to reduce the possibility of this happening. This reconfiguration should be based on a set of measures that take into account the characteristics of each campus and should focus on the expected graduation rate for each campus. If the actual rate was in fact higher, the campus would score points in performance funding; if lower, points would be taken away. U.S. News has used a system of this type for years to incorporate graduation rates into its ranking scheme and something similar could be done within the framework of performance funding. Grounding the funding system in an achievable reality would go far toward alleviating our conflict of interest concerns.

*Interim Study Committee on
Education Issues
9/29/2011
Exhibit P*

Ivy Tech Community College

Legislative Study Committee
September 29, 2011



Unique Role in Higher Education

Ivy Tech shall meet the needs of state and local officials, employers, and labor organizations by designing and delivering educational training courses and programs.

The primary objective of this effort shall be to **provide economic and workforce development support** to the state's employers and communities, by meeting their needs for better educated and trained, more productive, and more competitive employers and citizens. In addition Ivy Tech shall provide educational opportunities and appropriate workforce development, assessment, and training to those who have graduated from high school and want to **earn credits that will transfer** to a four (4) year college.

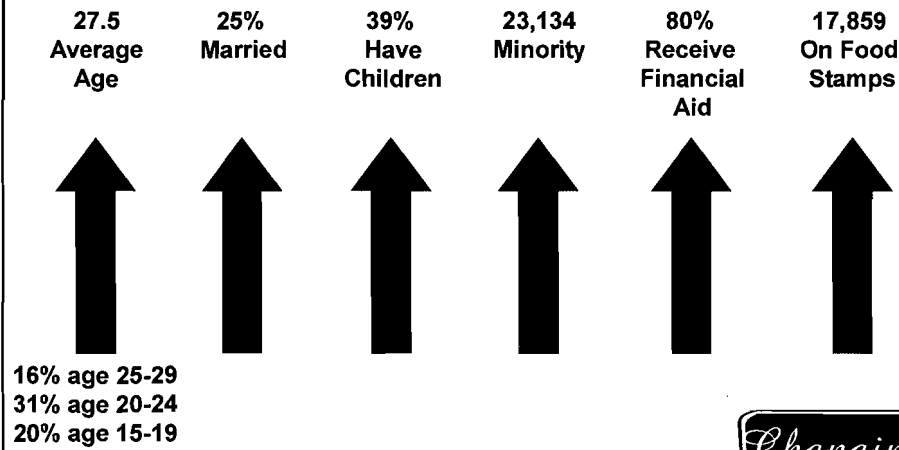
Excerpts from Senate Enrolled Act 296 - Enacted July 1, 2005



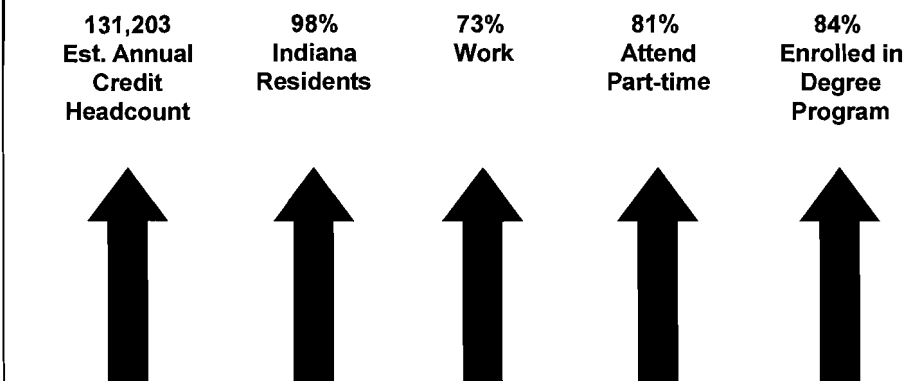
2

Interim Study Committee on
Education Issues
9/29/2011
Exhibit P

Making a Difference for a Different Student Body



Making a Difference for a Different Student Body



Source: Ivy Tech Office of Institutional Research – Spring 2006; ACT Student Satisfaction Survey Fall 2005



A Changing Community College

	Enrollment	Graduates	Transfer
2005	104,708	6,315	3,881
Current	166,550	12,366	11,047
Change	59%	96%	185%



5

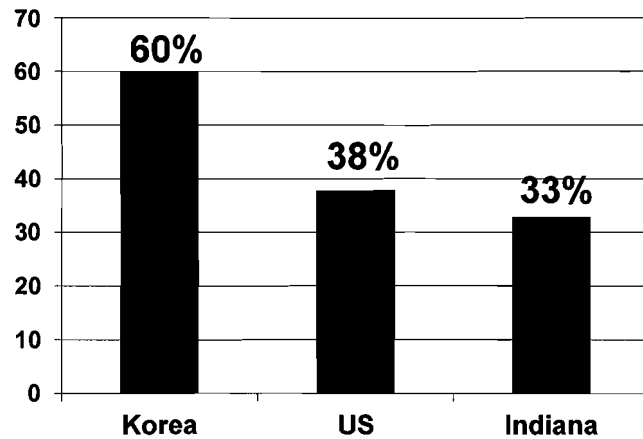
Ivy Tech Community College Mission

	<u>2011 Totals</u>
Work Ready One/Two-Year Graduates	12,366
Students Who Transfer	11,047
Workers Trained	23,226
Certifications Administered	40,074
Totals	86,713



6

The College Gap



7

Complete College America

- Significantly increase the number of Americans with a degree or certificate
- Close the attainment gap for traditionally underrepresented populations
- Focus solely of dramatically increasing the Nation's college completion rate by changing State policy



8

Complete College America Targeted Strategies

- Remediation
- Reduce Time and Accelerate Success
- Structure and New Models
- Performance Funding



Remediation

- Customized approach
- Co-requisite, not prerequisite
- Embed in course work
- Self paced modulars
- Optional



Structure

- Block schedules
- Cohort
- Faster pace or accelerated
- Eliminate unnecessary prerequisites
- Competency vs. seat time



11

Reduce Time

- Graduation is goal
- Eliminate unnecessary courses
- Audit degree programs
- Effective transfer and articulation



12

Performance Funding

- Indiana national leader
- New formulas for Indiana
 - Successful transfer
 - Successful remediation
 - Completion of General Education core
 - Student incentives



New Completion Initiatives

- Achieving the Dream (2009)
 - Mandatory orientation
 - Mandatory advising for remedial students
 - Mandatory success courses for remedial students
- Remedial course completion
- Retention numbers increased by 20 percentage points for those students that went through the above ATD interventions



New Completion Initiatives

College for Working Adults (2008)

- 2-year cohort based
- Full-Time
- Modeled after Executive MBA
- University of Notre Dame Success



New Completion Initiatives

Associate Accelerated Program (2010)

- “New Tech High” for Associate Degree
- Full-Time / 5 days week
- 10 months to degree
- Free and reduced lunch 2.5 GPA
- Complements Daniels’ Scholarship well



New Completion Initiatives

Ivy Institute of Technology

- Full-Time 12-15 month Diploma
- Technical Program
 - HVAC
 - Welding
 - Automotive
 - IT
- Modeled after Tennessee
 - 70% Completion



17

Dual Credit Assisting Completion

- 25,429 Students (served statewide reflecting a 20% increase over 2009-10)
- 117,474 Credit Hours
- \$12.2 Million in Savings for Hoosier Parents



18

New Completion Initiatives

Honors Division (2011)

- Focus on Transfer Bound
- 2 + 2 Program
- Mandatory Tracking



Tuition and Fee Increases (2010/11 - 2012/13)

CHE Recommendations and Actual Increases by Institution

INSTITUTIONAL TUITION AND MANDATORY FEE CHANGES							
	2010-11 Tuition/Fees	CHE Recommendation		Adopted Rates			
		2011-12 Target	2012-13 Target	% Inc for 2012	2011-12 Tuition/Fees	% Inc for 2013	2012-13 Tuition/Fees
<u>Indiana University - Bloomington</u>							
Undergraduate	\$9,078	0 - 3.5%	0 - 3.5%	5.5%	\$9,575	5.3%	\$10,087
Undergraduate - Business	\$10,228			4.8%	\$10,723	4.8%	\$11,233
Undergraduate - Nursing	\$11,138			6.0%	\$11,803	5.9%	\$12,495
Graduate	\$7,911			7.7%	\$8,519	5.8%	\$9,009
Graduate - MBA	\$26,182			0.7%	\$26,369	0.7%	\$26,561
Graduate - Law	\$26,904			4.6%	\$28,131	6.5%	\$29,946
Graduate - Optometry	\$20,363			10.4%	\$22,477	10.3%	\$24,786
<u>Indiana University - Regionals</u>							
IU - Kokomo Undergrad	\$6,108	0 - 2.5%	0 - 2.5%	3.5%	\$6,324	3.4%	\$6,542
IU - Northwest Undergrad	\$6,193	0 - 2.5%	0 - 2.5%	3.5%	\$6,408	3.4%	\$6,627
IU - Southeast Undergrad	\$6,163	0 - 2.5%	0 - 2.5%	3.3%	\$6,365	3.3%	\$6,575
IU - East Undergrad	\$6,069	0 - 2.5%	0 - 2.5%	3.5%	\$6,281	3.4%	\$6,496
IU - South Bend Undergrad	\$6,290	0 - 2.5%	0 - 2.5%	3.5%	\$6,513	3.4%	\$6,735
<u>IUPUI</u>							
Undergraduate	\$7,885	0 - 2.5%	0 - 2.5%	4.5%	\$8,243	4.4%	\$8,605
Undergraduate - Business	\$8,935			4.3%	\$9,319	4.2%	\$9,708
Undergraduate - Nursing	\$9,996			5.3%	\$10,522	5.2%	\$11,067
Graduate	\$7,427			8.8%	\$8,078	6.7%	\$8,619
Graduate - Medicine	\$29,653			7.7%	\$31,941	5.4%	\$33,674
Graduate - Business	\$17,430			1.0%	\$17,606	1.0%	\$17,782
Graduate - Law	\$19,911			8.6%	\$21,629	8.5%	\$23,473
Graduate - Engineering	\$8,596			4.8%	\$9,012	4.7%	\$9,433
<u>Purdue University - West Lafayette</u>							
Undergraduate*	\$9,070 (\$8,820)	0 - 3.5%	0 - 3.5%	4.5% (7.5%)	\$9,478	4.5%	\$9,900
Undergraduate - Management	\$10,408			4.4%	\$10,862	4.4%	\$11,336
Undergraduate - Engineering	\$10,120			6.5%	\$10,778	6.2%	\$11,450
Graduate	\$9,070			4.5%	\$9,478	4.5%	\$9,900
Professional - Pharmacy	\$20,268			4.0%	\$21,069	4.0%	\$21,902
Professional - Veterinary Medicine	\$17,870			4.0%	\$18,586	4.0%	\$19,326
<u>Purdue University - Regionals</u>							
PU - Calumet Undergrad	\$6,623	0 - 2.5%	0 - 2.5%	2.5%	\$6,788	2.5%	\$6,958
PU - North Central Undergrad	\$6,704	0 - 2.5%	0 - 2.5%	2.5%	\$6,871	2.5%	\$7,043
PU - IPFW Undergrad	\$7,272	0 - 2.5%	0 - 2.5%	2.5%	\$7,454	2.5%	\$7,640
<u>Ball State University</u>							
Undergraduate	\$8,234	0 - 3.0%	0 - 3.0%	3.9%	\$8,558	4.9%	\$8,980
Graduate	\$8,406			3.9%	\$8,734	4.9%	\$9,162
<u>Indiana State University</u>							
Undergraduate	\$7,714	0 - 2.5%	0 - 2.5%	3.4%	\$7,980	3.5%	\$8,259
Graduate	\$8,384			3.5%	\$8,677	3.5%	\$8,981
<u>University of Southern Indiana</u>							
Undergraduate	\$5,600	0 - 3.0%	0 - 3.0%	4.5%	\$5,852	5.0%	\$6,145
Graduate	\$6,491			4.5%	\$6,783	5.0%	\$7,122
<u>Vincennes University</u>							
Undergraduate	\$4,534	0 - 2.5%	0 - 2.5%	3.8%	\$4,705	3.8%	\$4,882
<u>Ivy Tech Community College</u>							
Undergraduate	\$3,257	0 - 3.0%	0 - 3.0%	3.0%	\$3,354	3.0%	\$3,455

Notes on tuition increases:

IU-Bloomington and IUPUI: 2% for R&R; remainder for academics

IU-Regionals: 1% for R&R; remainder for academics

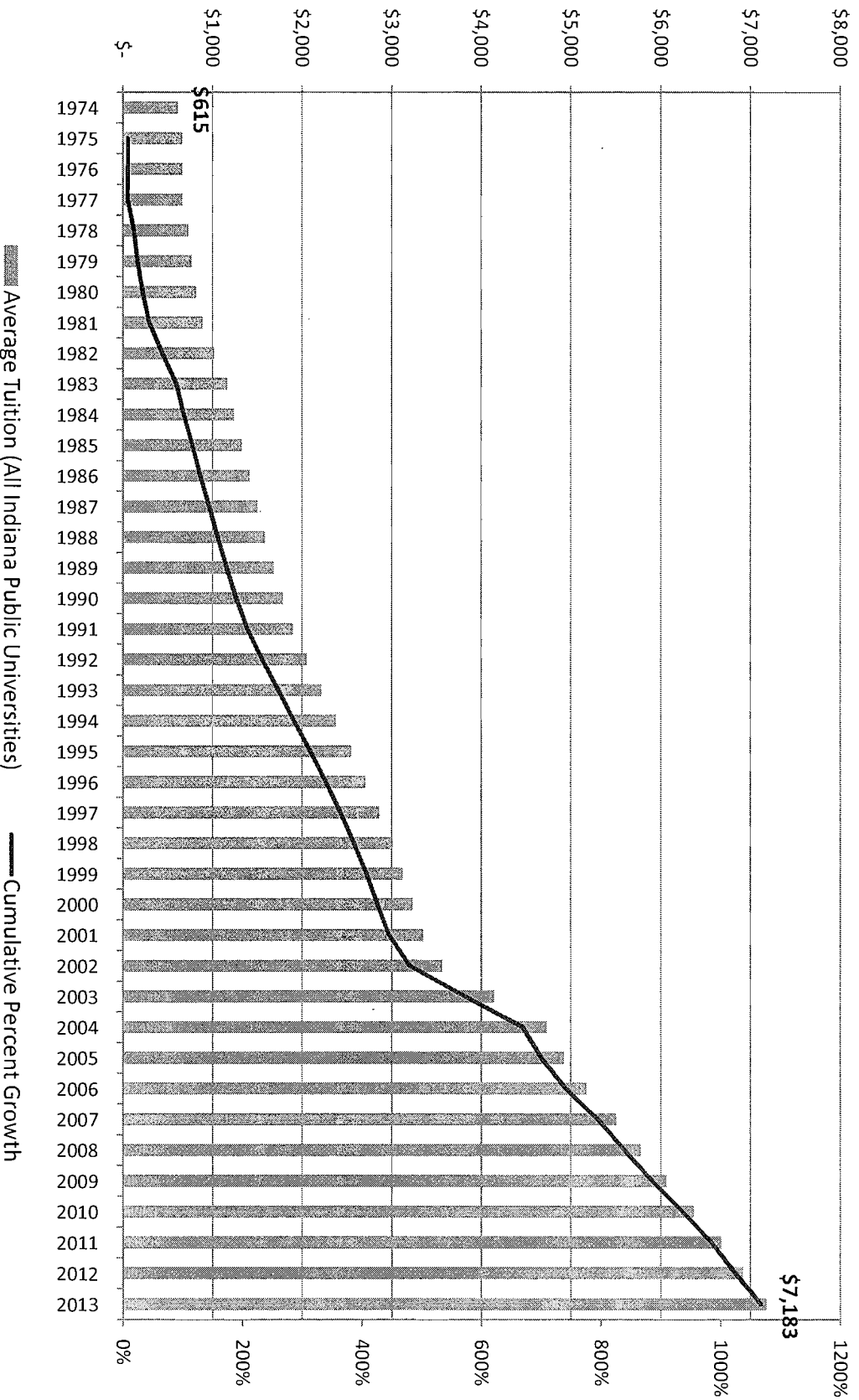
PUWL: 1% for CoRec facility; remainder for academics; rate in parentheses is net rate paid by students after \$250 rebate of the \$500 student success fee

Vincennes: 1% for R&R; remainder for academics

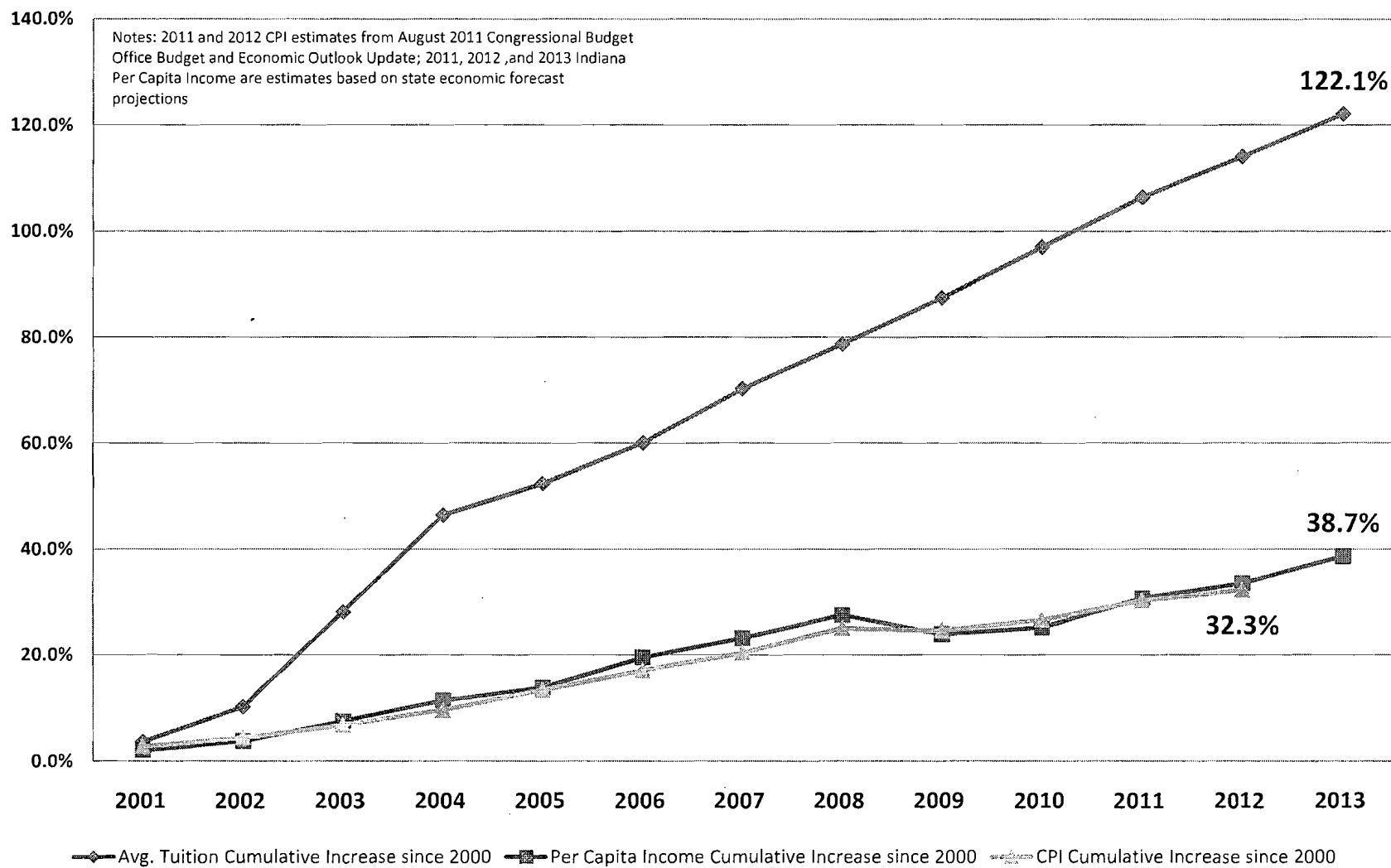
Data on Higher Education Funding, Tuition, and Student Debt

State Budget Committee
September 8, 2011

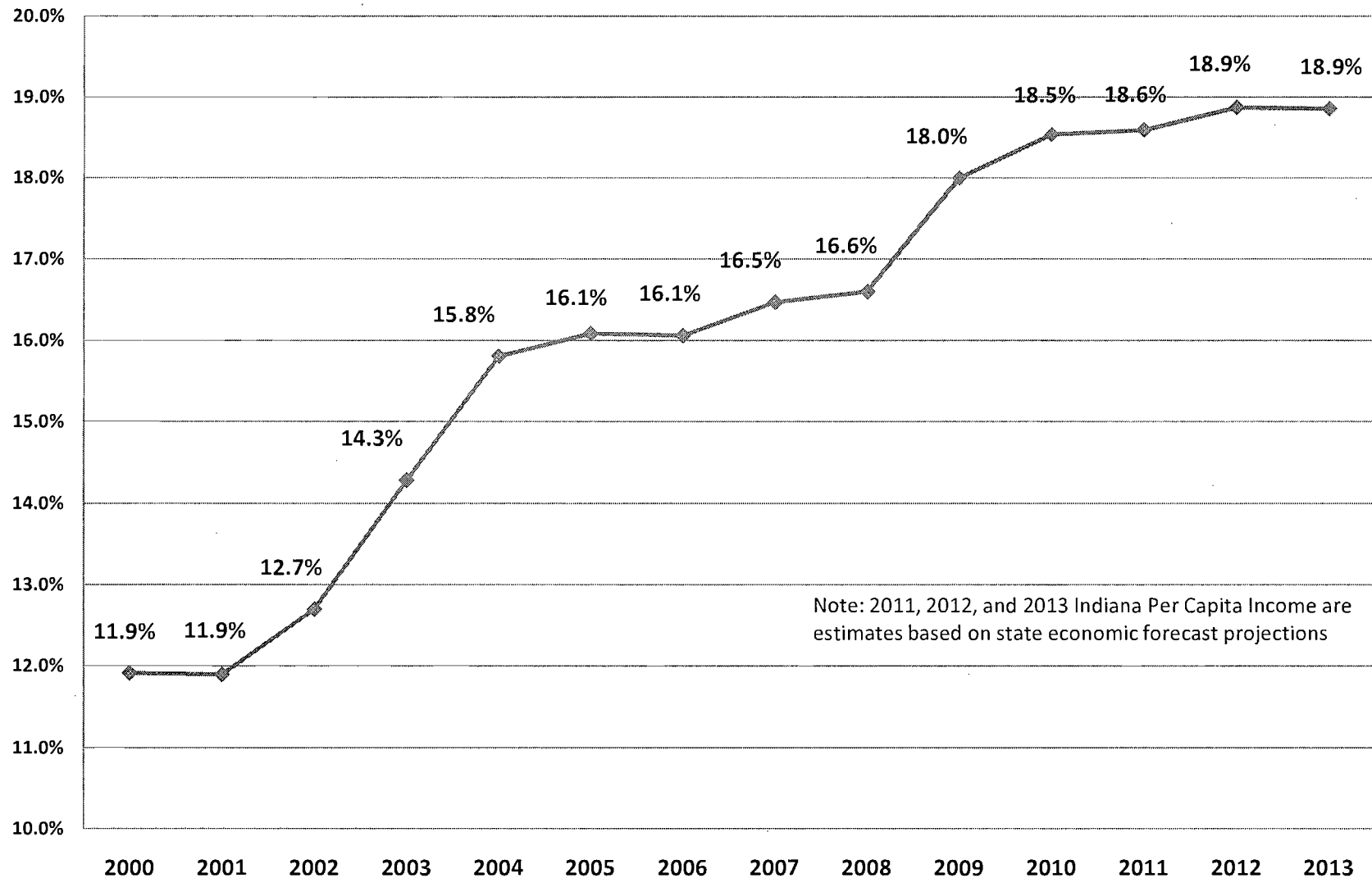
Average Undergraduate Tuition and Mandatory Fees (base rates) and Cumulative Percent Growth - All Indiana Public Universities



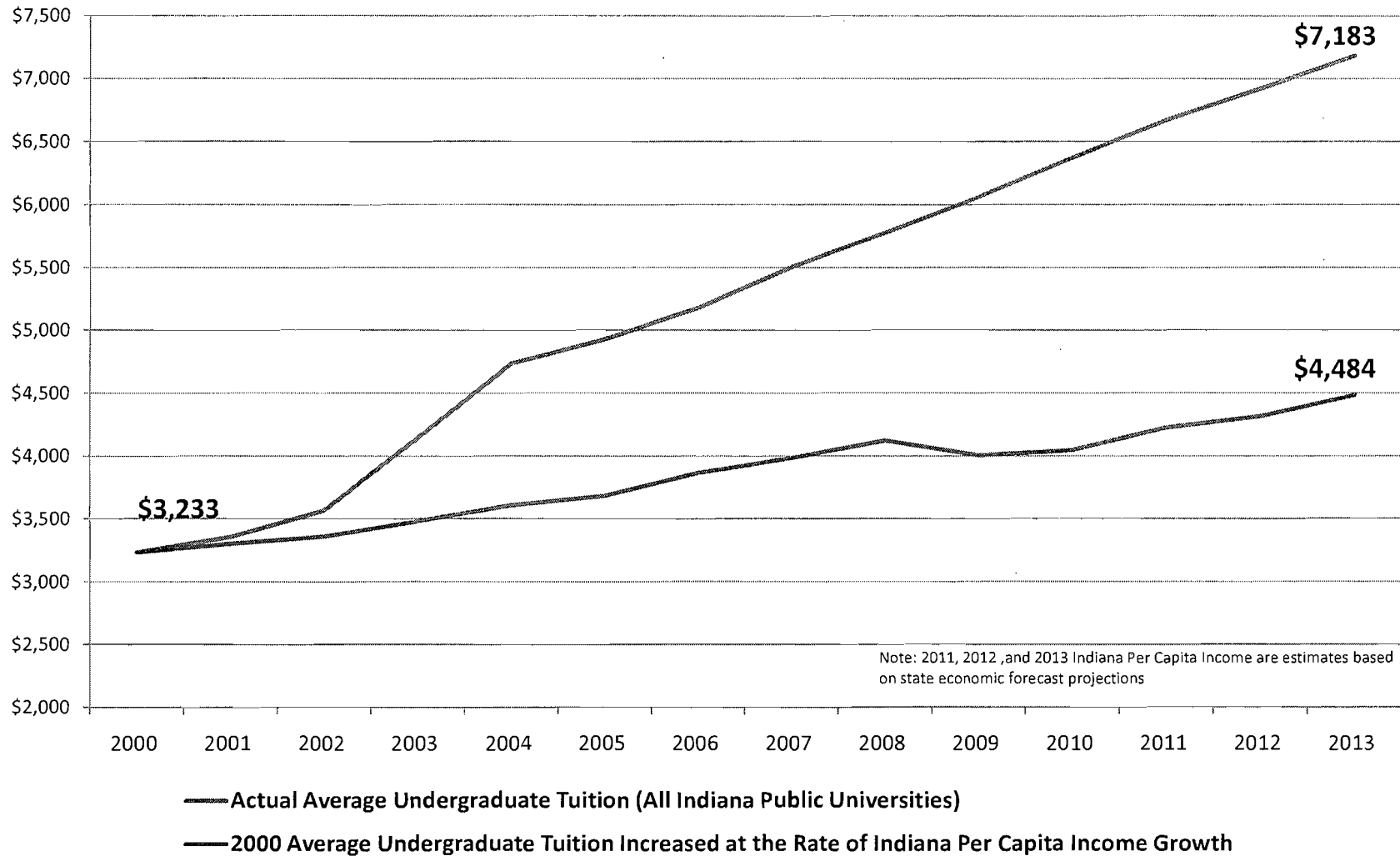
Cumulative % Increase in Average Undergraduate Tuition and Mandatory Fees (base rates), Indiana Per Capita Income, and CPI-U - All Indiana Public Universities



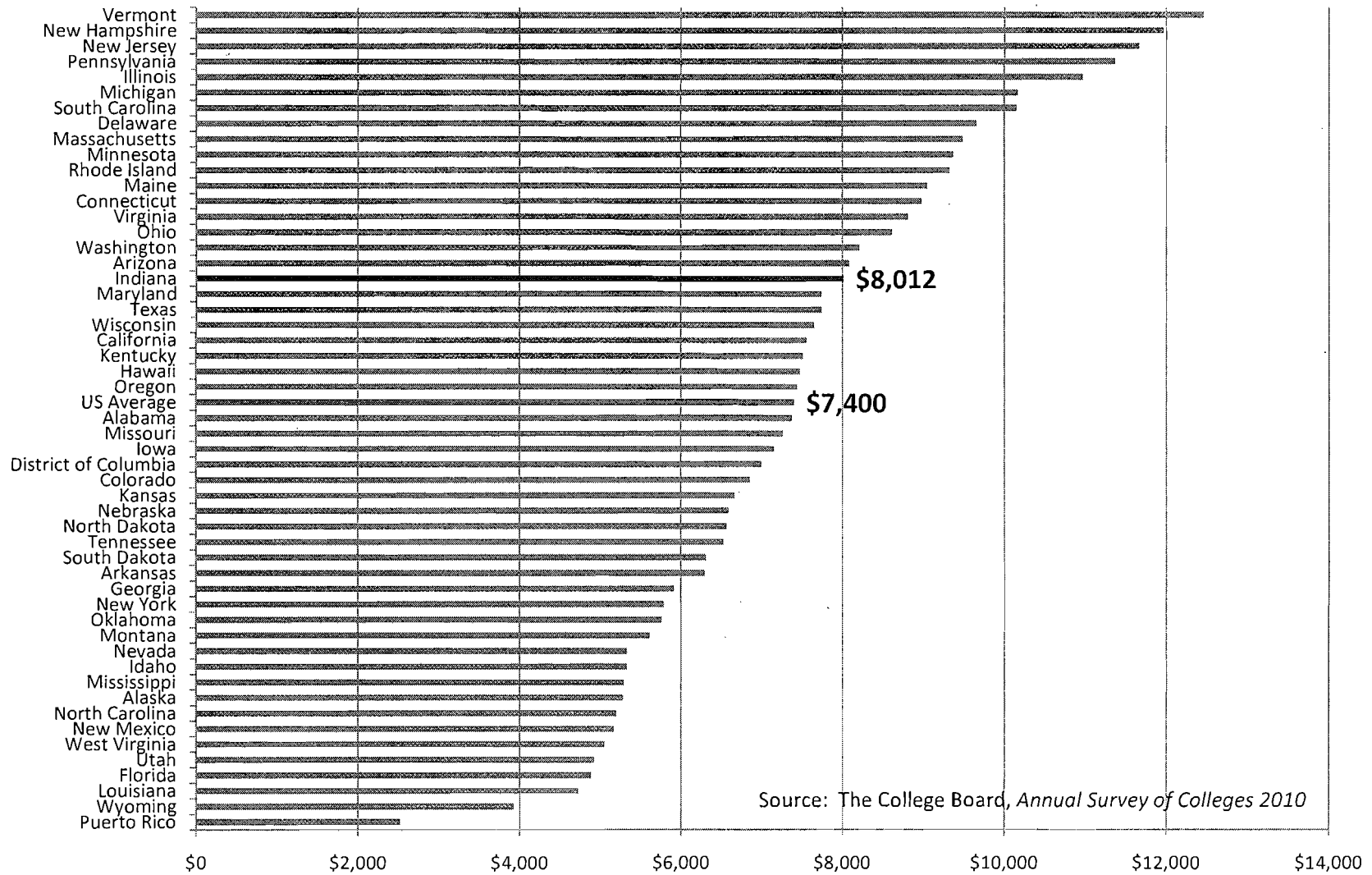
Average Undergraduate Tuition and Mandatory Fees (base rates) as a Percent of Indiana Per Capita Income - All Indiana Public Universities



Actual Average Undergraduate Tuition and Mandatory Fees (base rates) vs. 2000 Average Tuition Increased at the Rate of Indiana Per Capita Income Growth

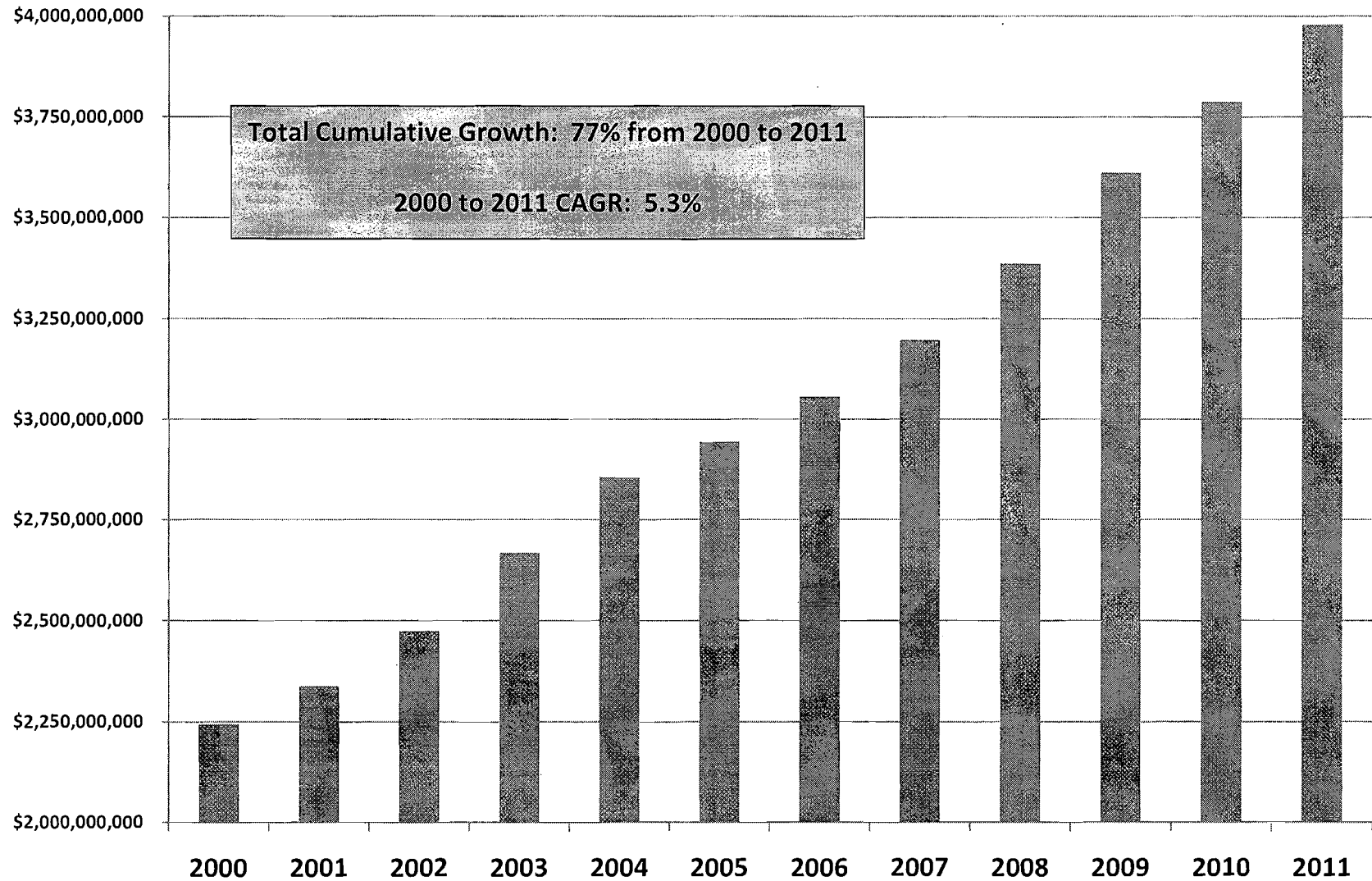


Average Published Tuition and Fees, Public 4-year Universities, 2010-11 (Enrollment-Weighted)

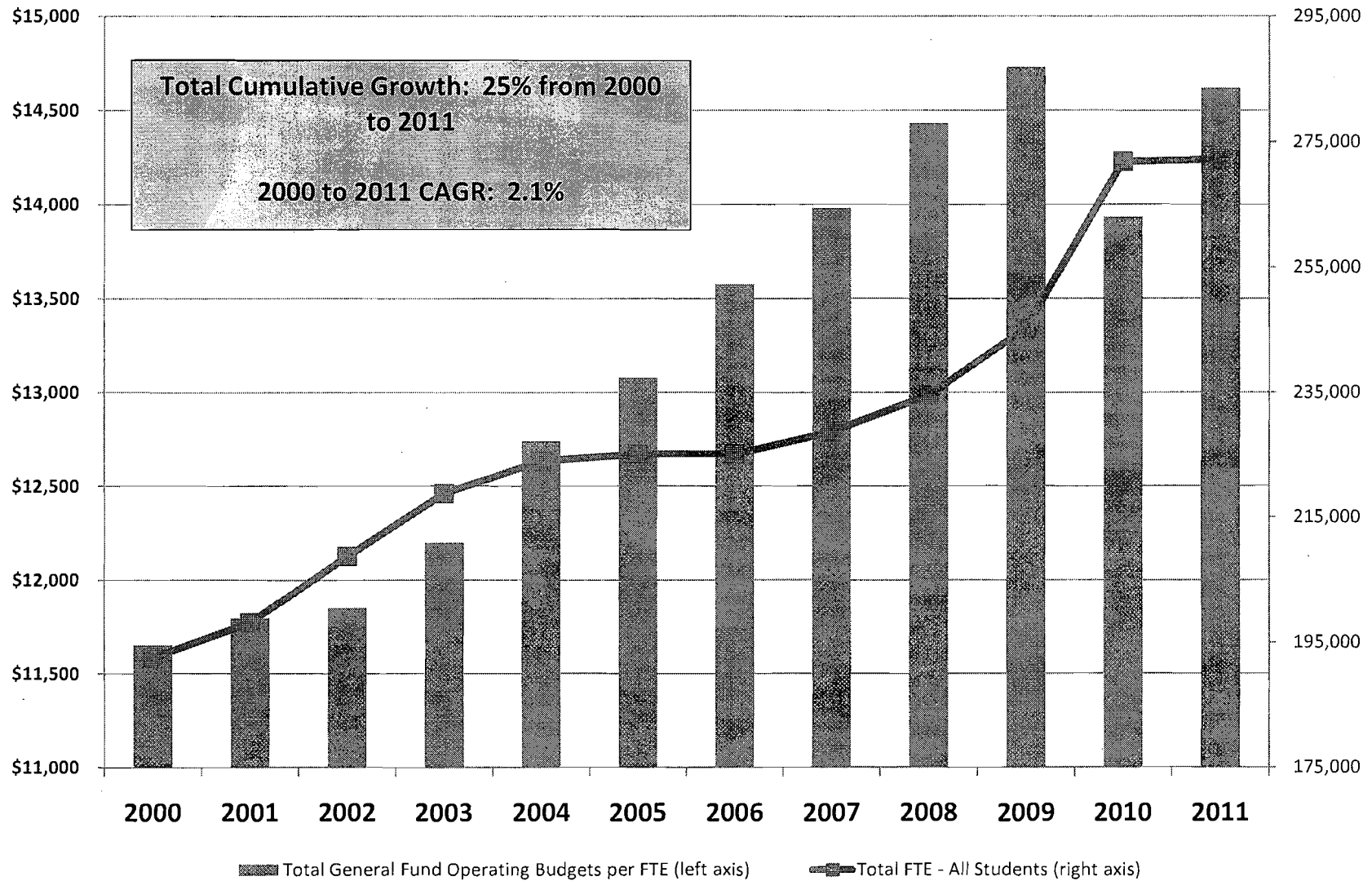


Source: The College Board, *Annual Survey of Colleges 2010*

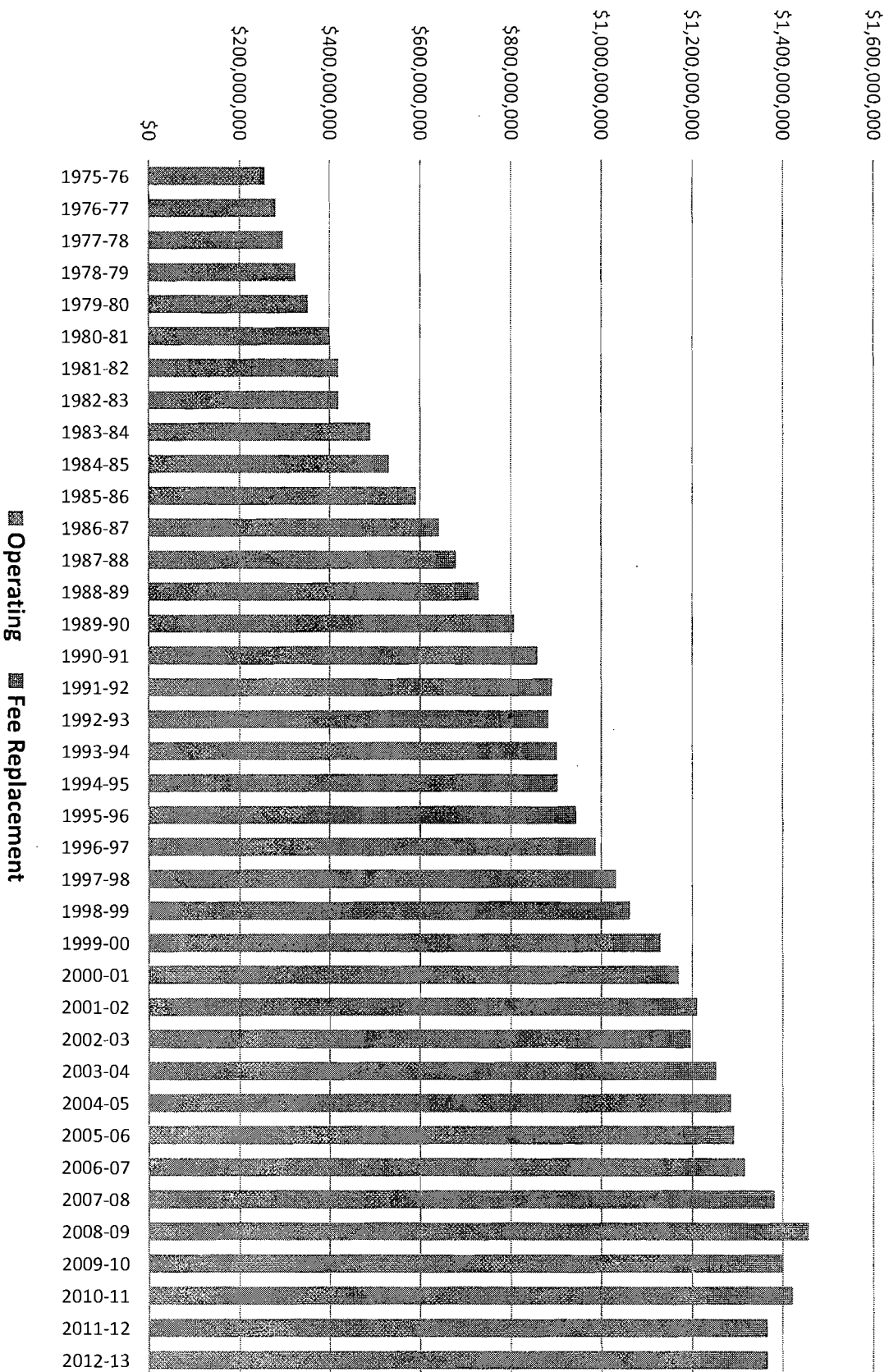
Total Public Postsecondary Institution General Fund Budgets (All Institutions)



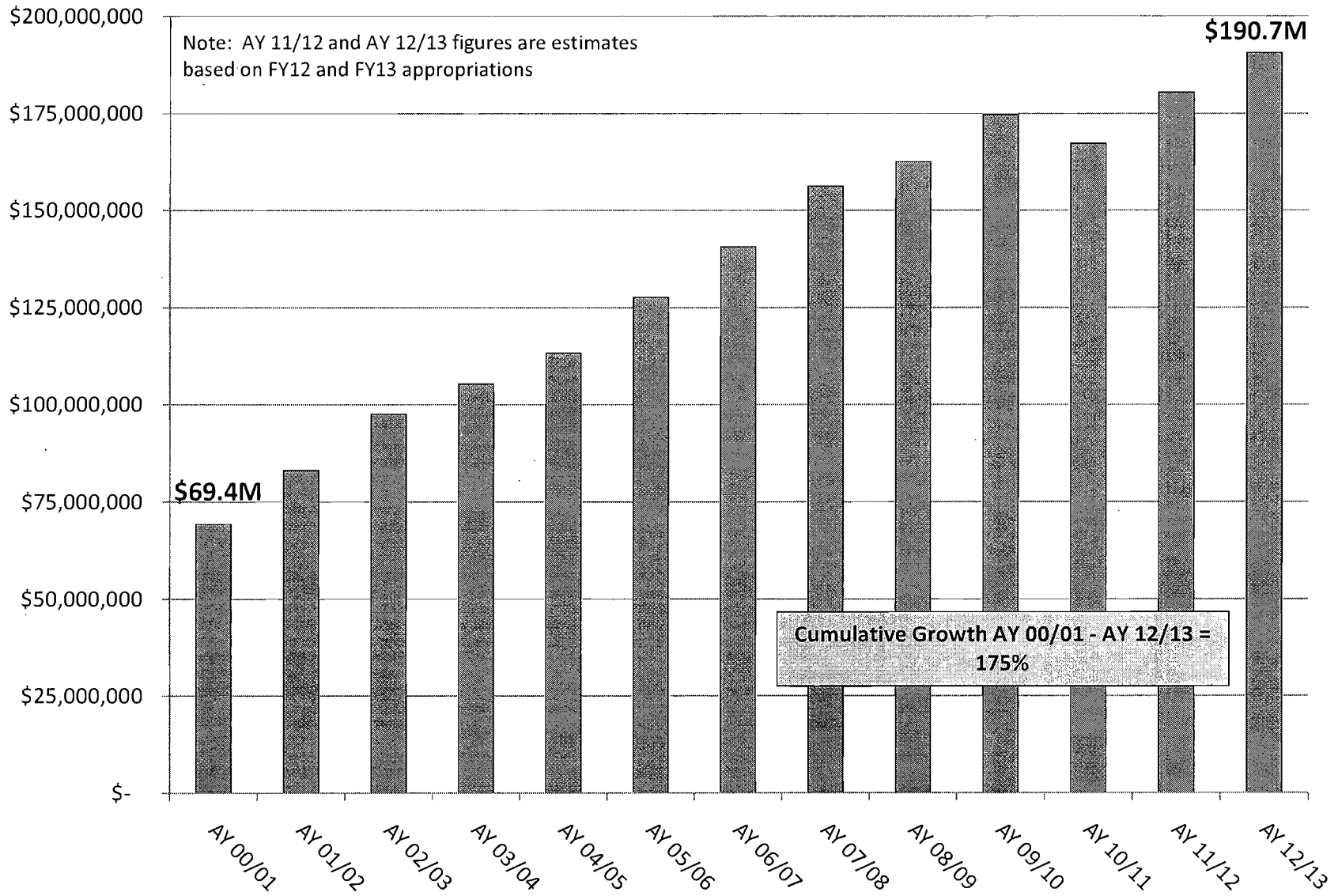
Total Public Postsecondary Institution General Fund Operating Budgets per FTE (All Institutions)



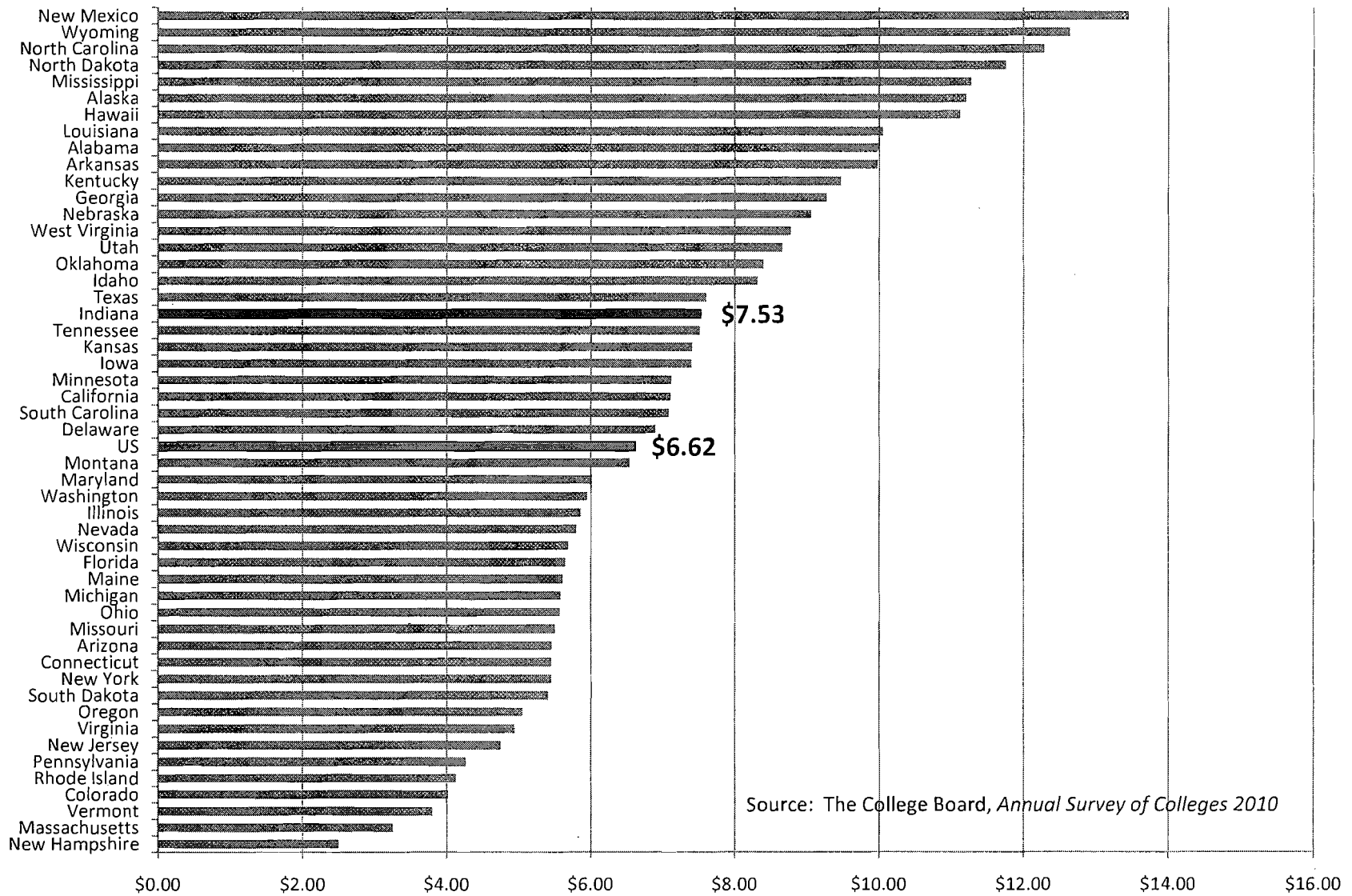
University Operating and Fee Replacement - State General Fund Appropriations



Total SSACI Aid (All Programs) - Public Institutions Only



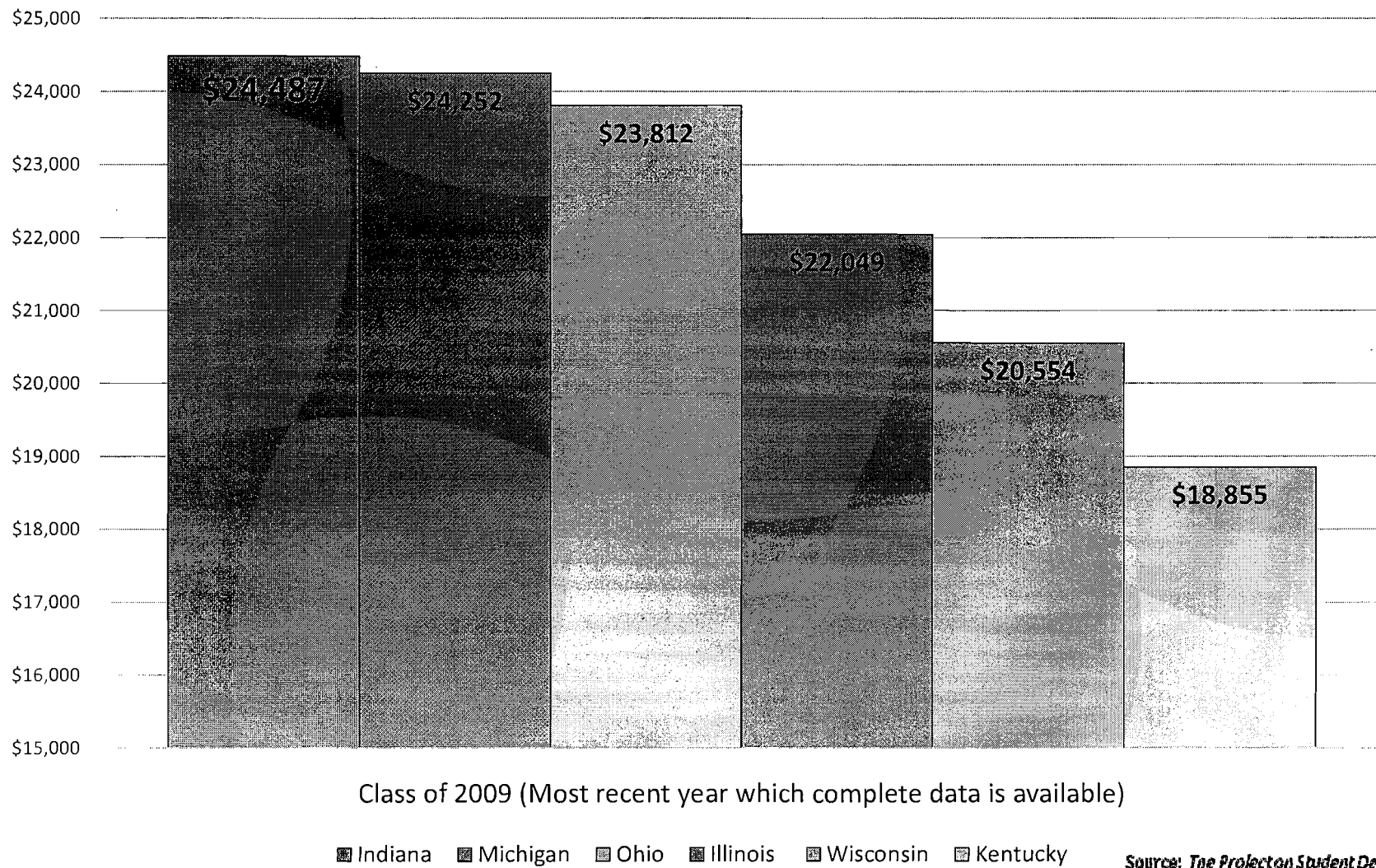
State Appropriations per \$1,000 of Personal Income (2009 - 2010)



Source: The College Board, *Annual Survey of Colleges 2010*

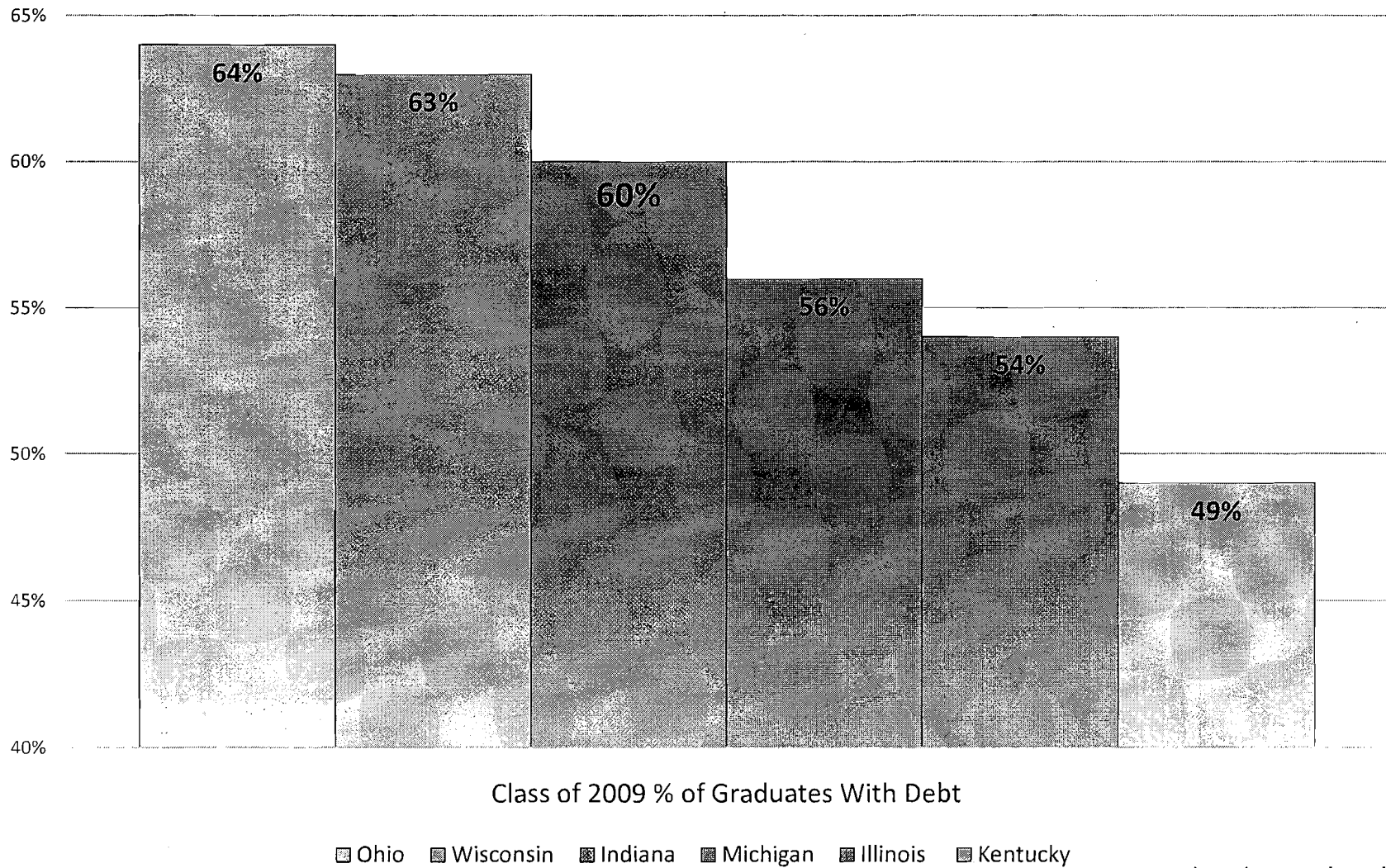
Indiana and Surrounding States - Average Student Loan Debt (4 Year Public Universities)

(data does NOT include credit card debt or parent loan debt)



Indiana and Surrounding States - Percent of Graduates with Student Loan Debt (4 Year Public Universities)

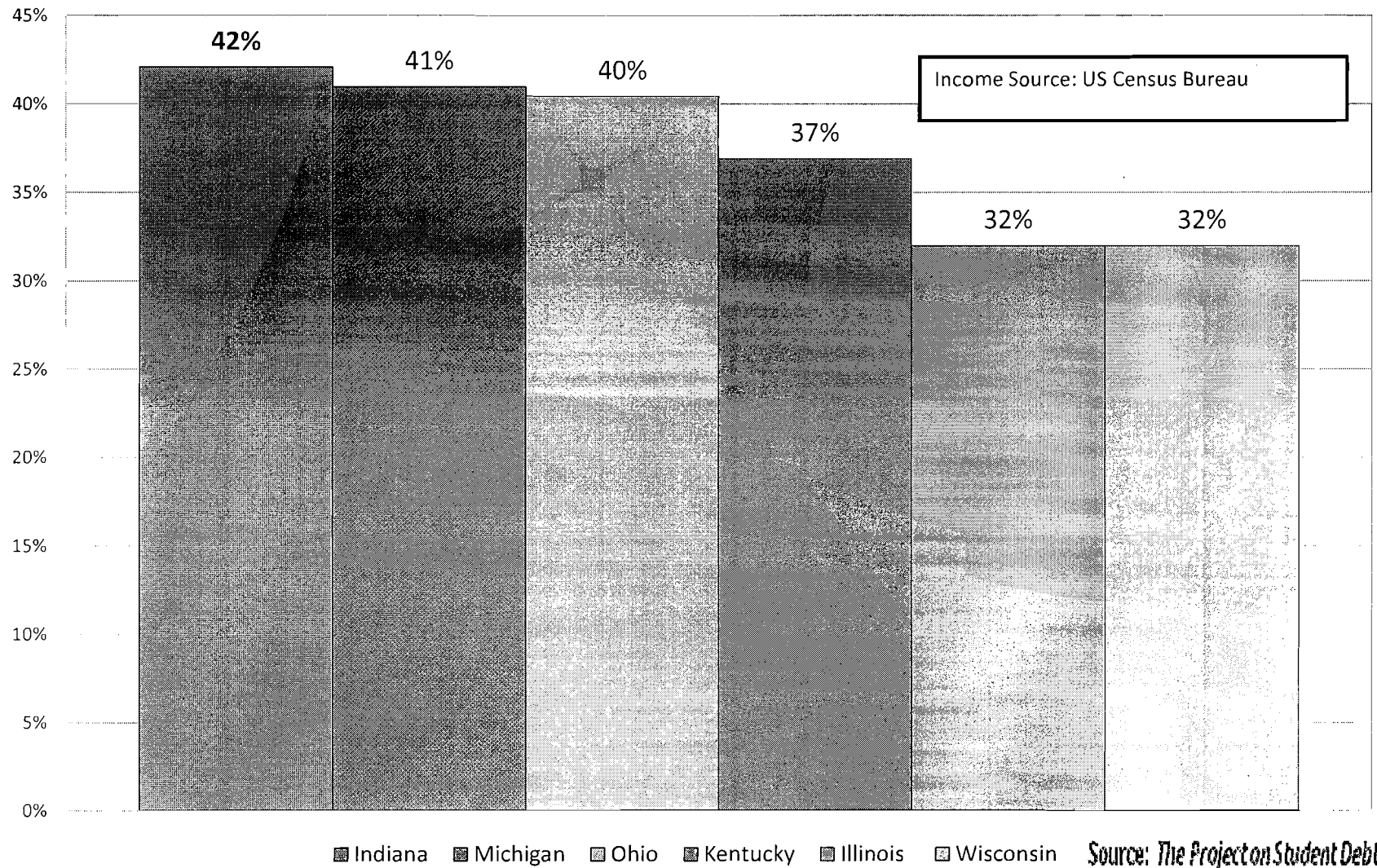
(data does NOT include credit card debt or parent loan debt)



Source: *The Project on Student Debt*

Average Student Loan Debt as a Percent of Median Household Income

(data does NOT include credit card debt or parent loan debt)



Appendices

Appendix A: List of Appendices

Appendix B: List of Figures

Appendix C: List of Tables

Appendix D: List of References

Appendix E: List of Abbreviations

Appendix F: List of Symbols

Appendix G: List of Units

Appendix H: List of Equations

Appendix I: List of Definitions

Appendix J: List of Acronyms

Appendix K: List of Initials

Appendix L: List of Suffixes

Appendix M: List of Prefixes

Appendix N: List of Postfixes

Appendix O: List of Conjunctions

Appendix P: List of Prepositions

Appendix Q: List of Adverbs

Appendix R: List of Adjectives

Appendix S: List of Nouns

Appendix T: List of Verbs

Appendix U: List of Pronouns

Appendix V: List of Interjections

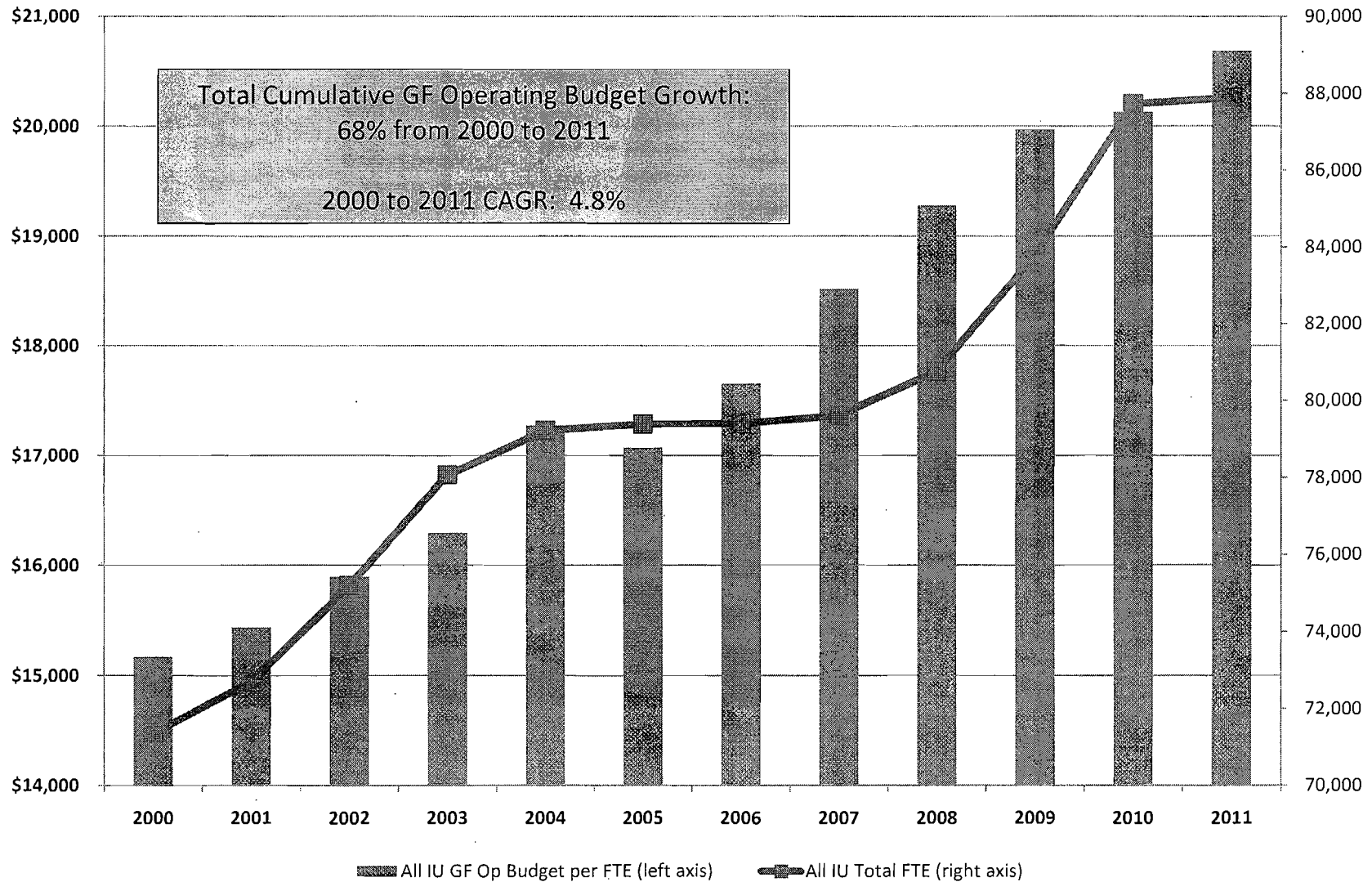
Appendix W: List of Particles

Appendix X: List of Modifiers

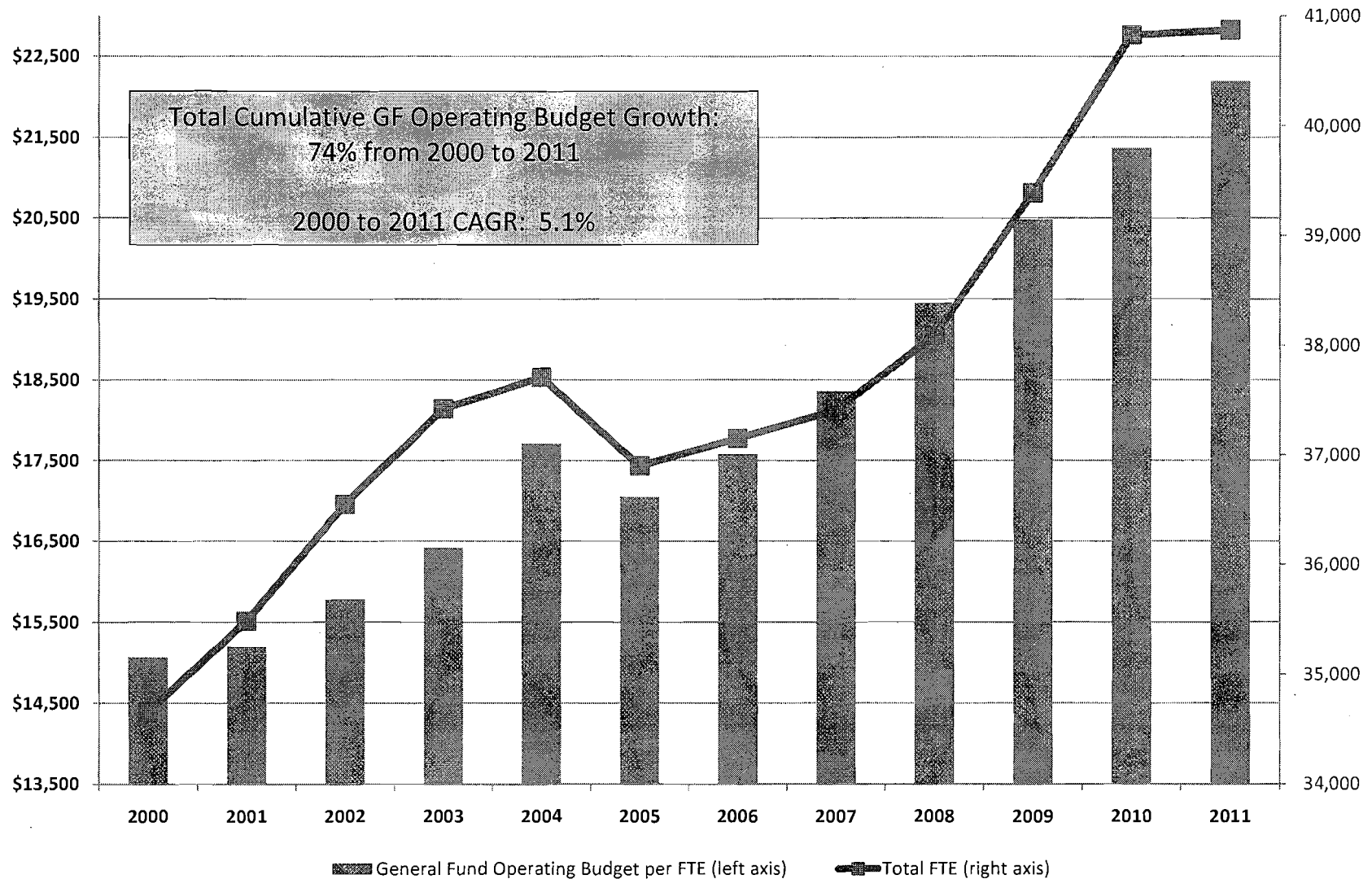
Appendix Y: List of Connectives

Appendix Z: List of Punctuation

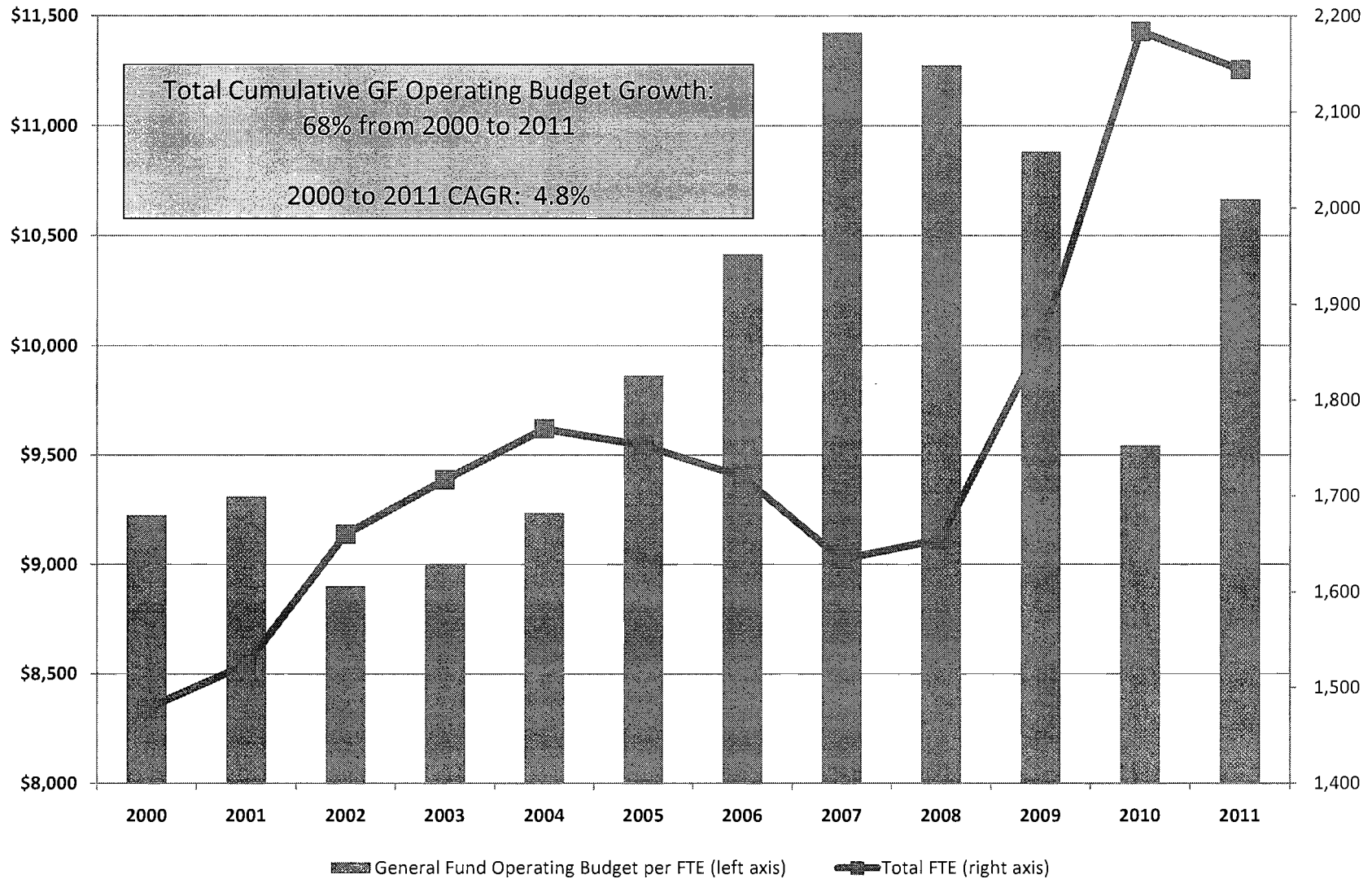
IU Total Public Postsecondary Institution General Fund Operating Budget per FTE



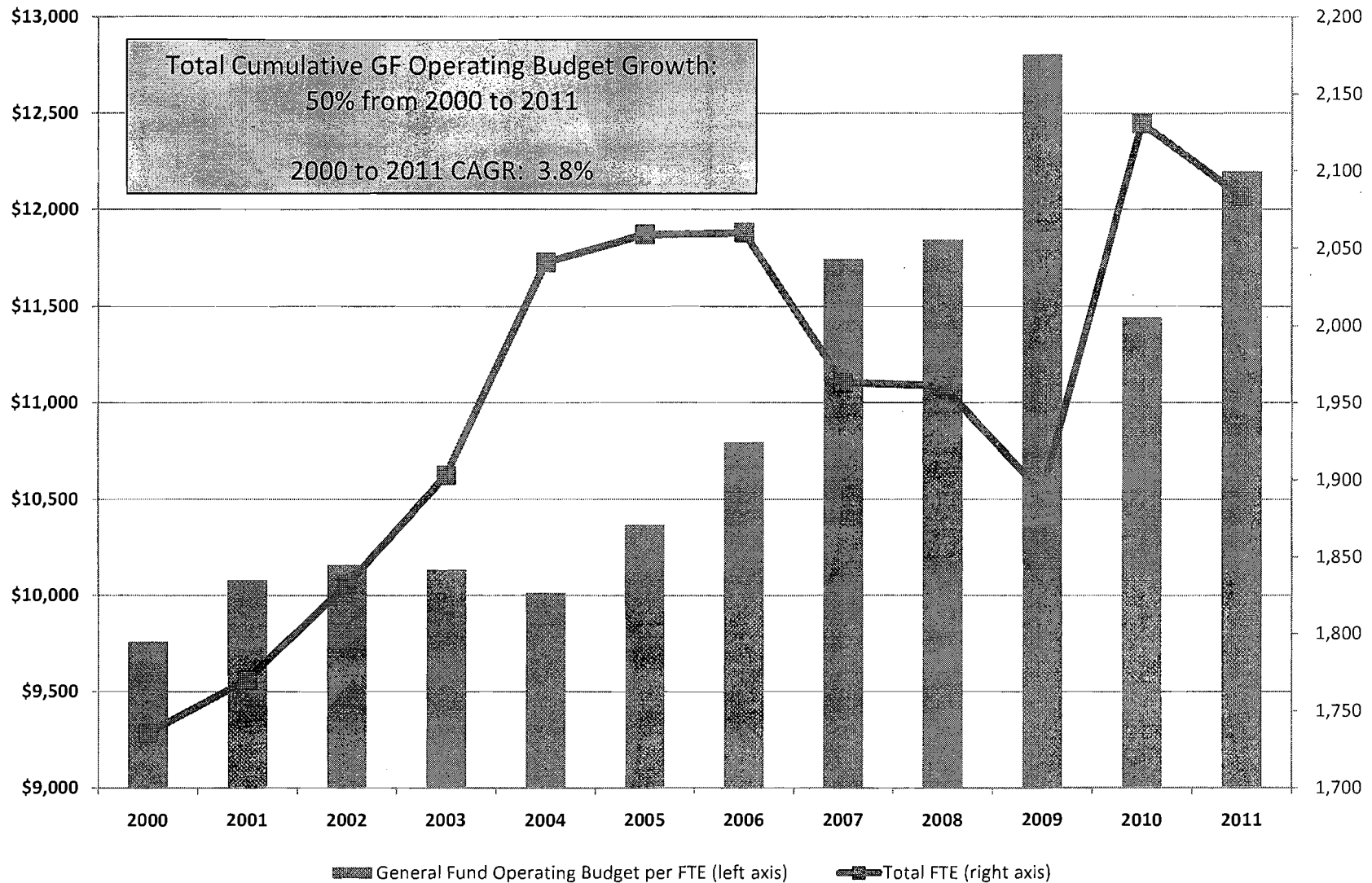
IUB Total Public Postsecondary Institution General Fund Operating Budget per FTE



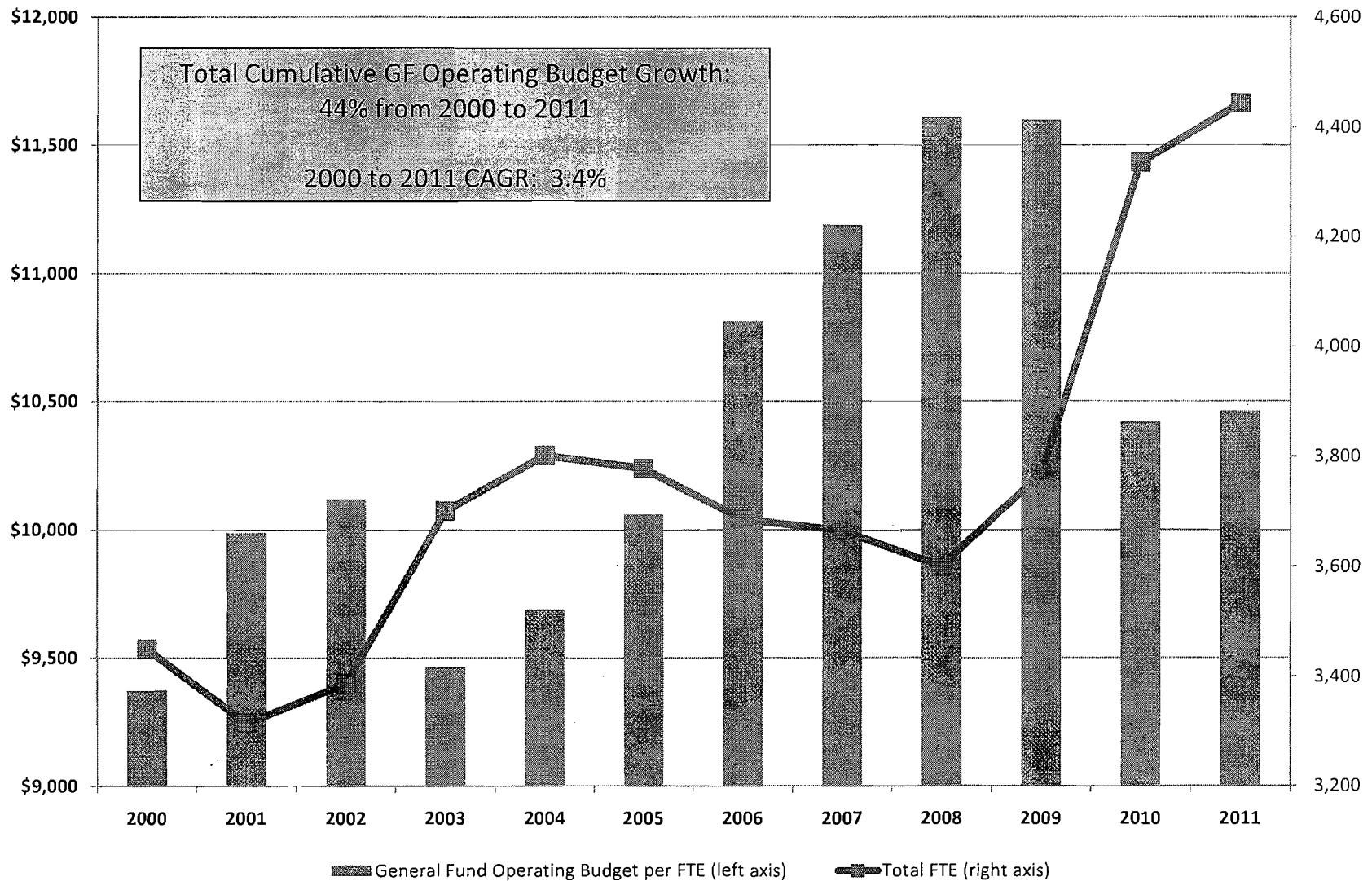
IUE Total Public Postsecondary Institution General Fund Operating Budget per FTE



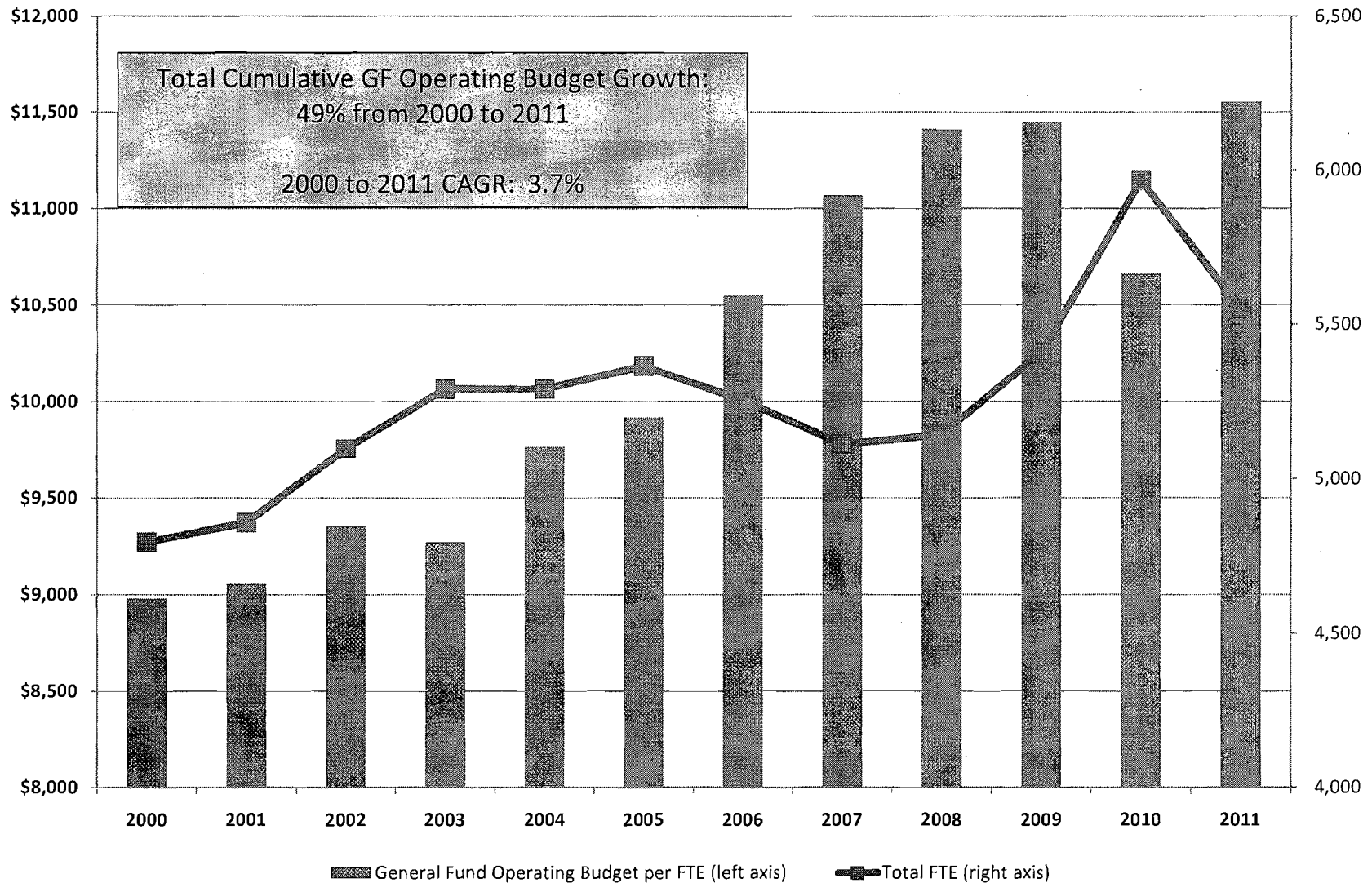
IUK Total Public Postsecondary Institution General Fund Operating Budget per FTE



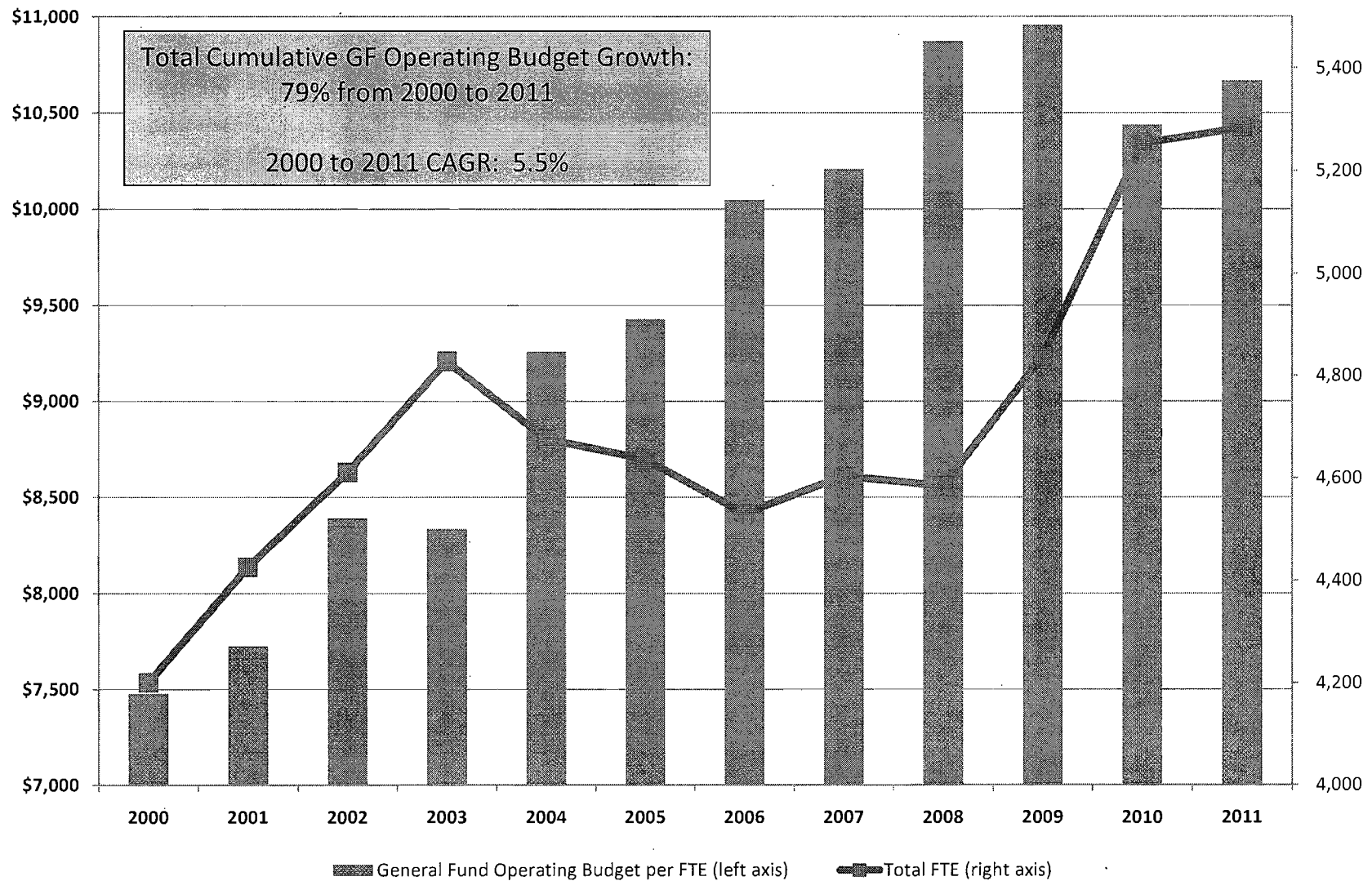
IUN Total Public Postsecondary Institution General Fund Operating Budget per FTE



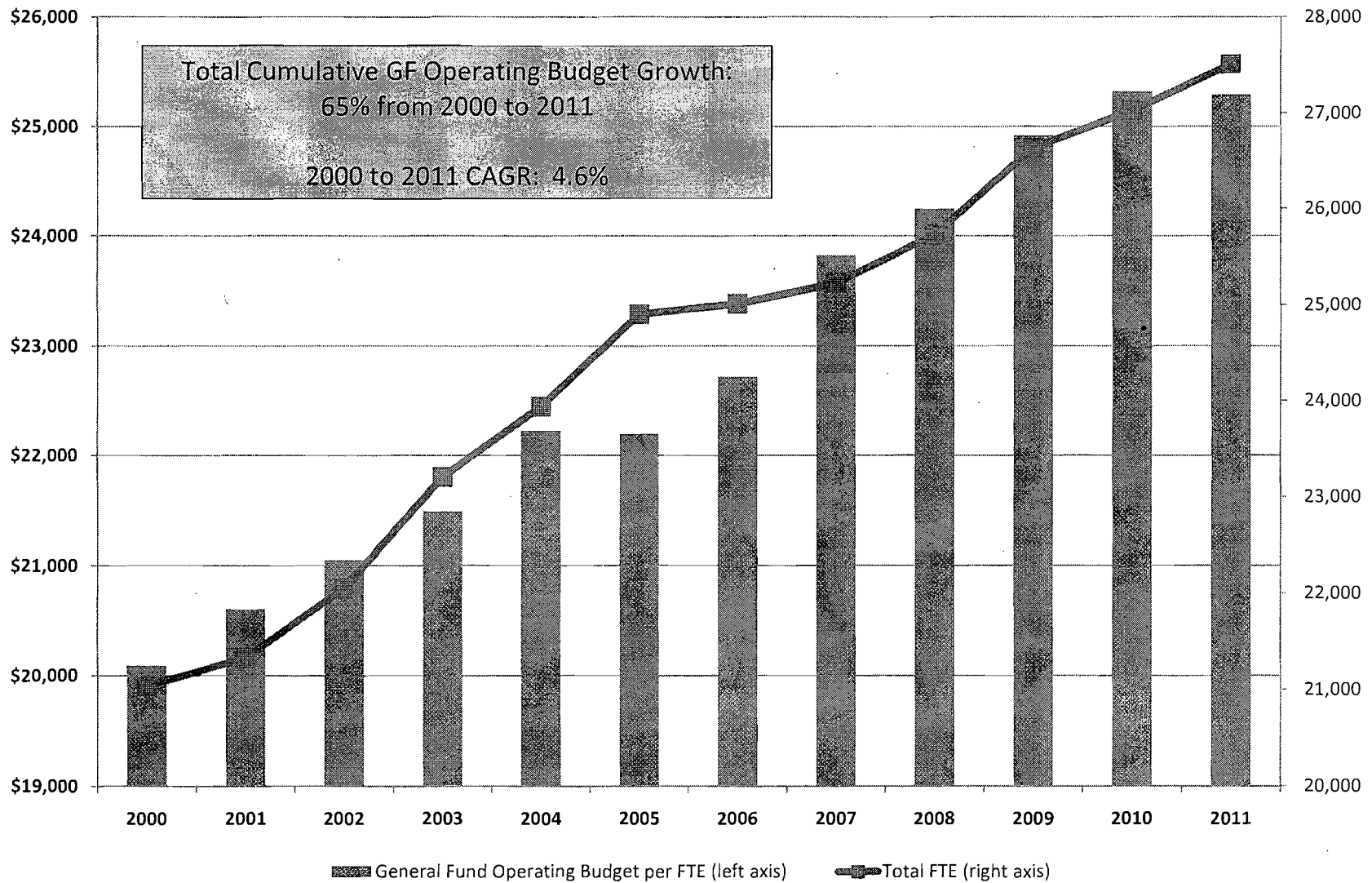
IUSB Total Public Postsecondary Institution General Fund Operating Budget per FTE



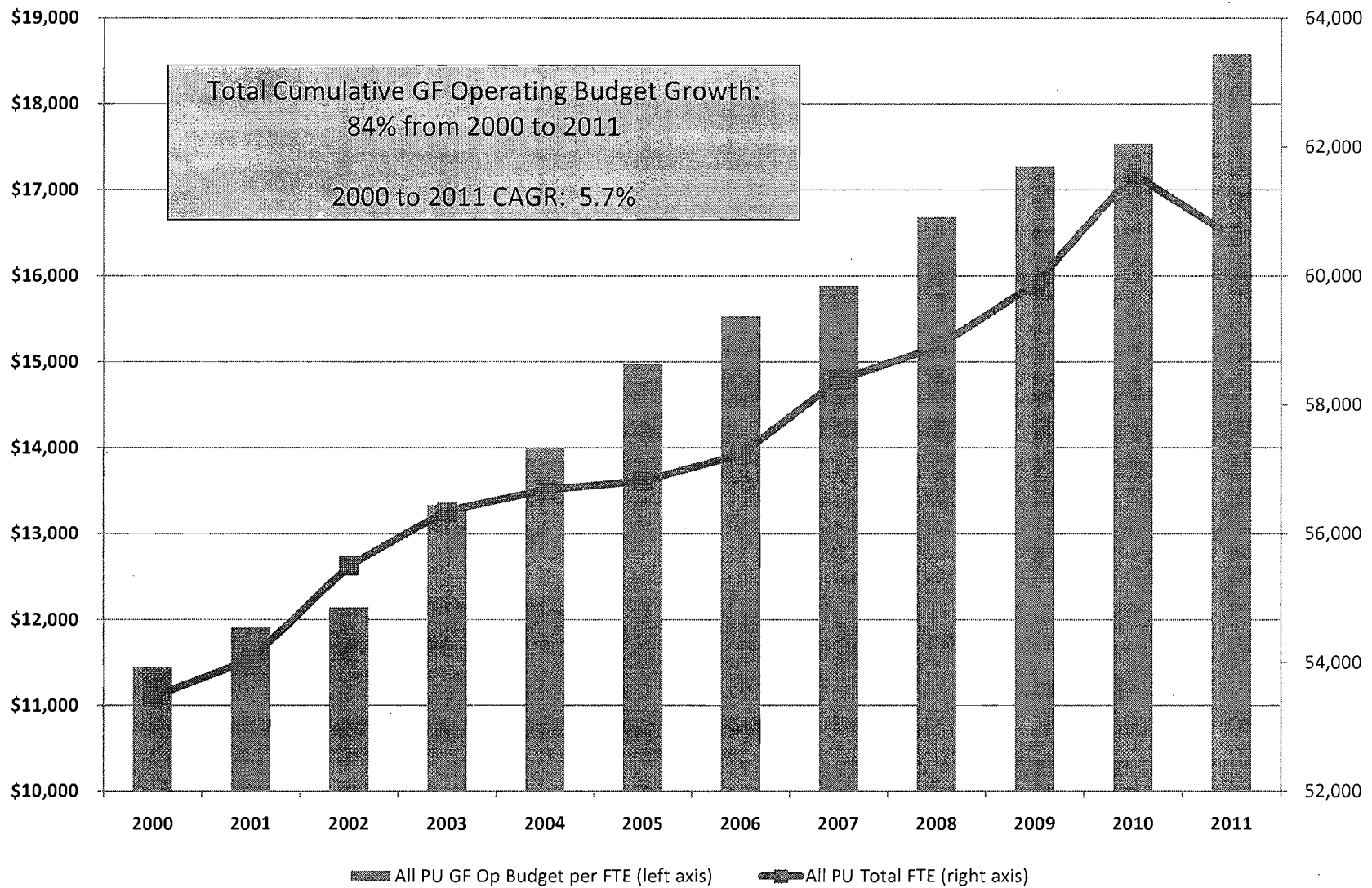
IUS Total Public Postsecondary Institution General Fund Operating Budget per FTE



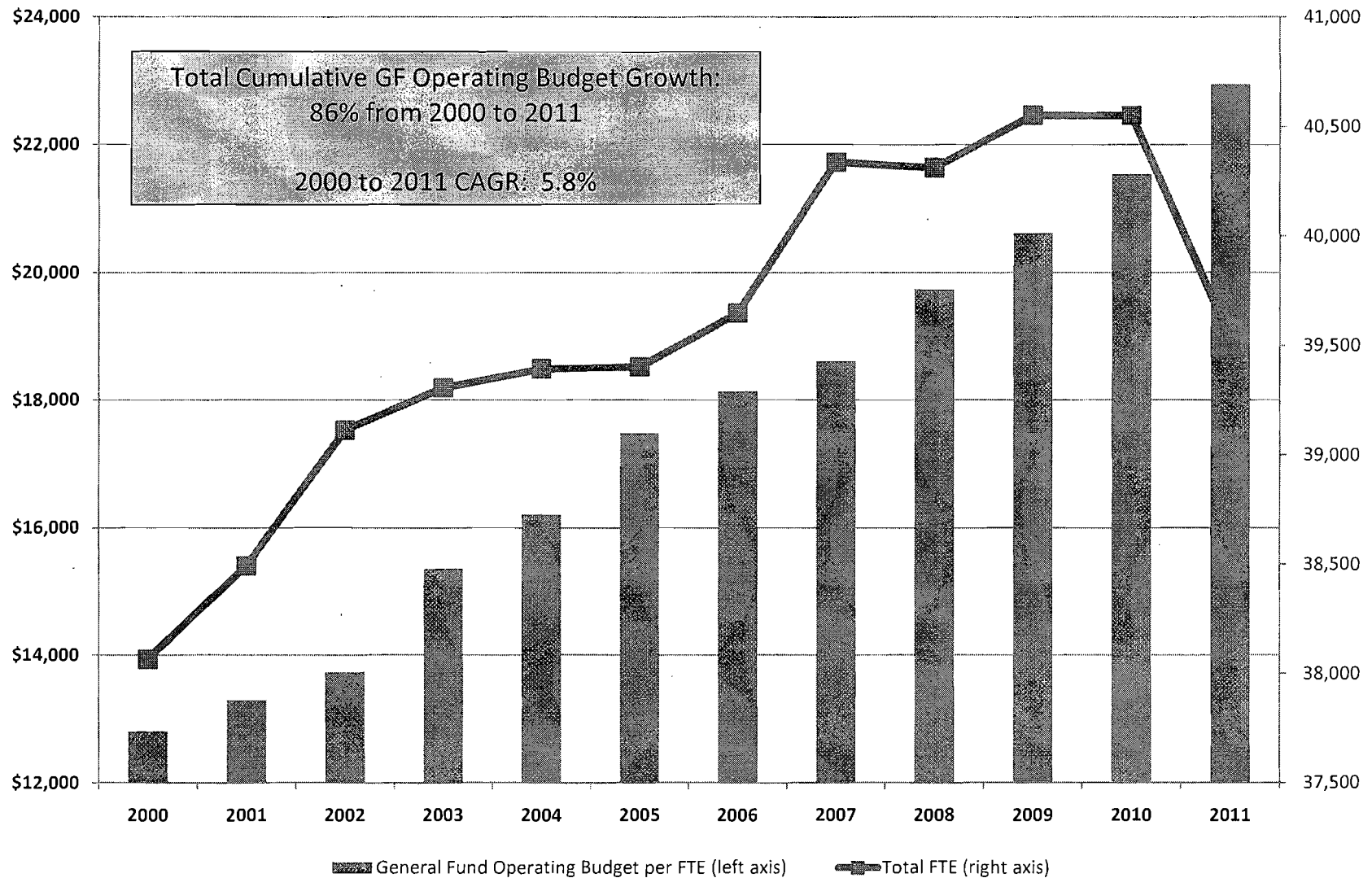
IUPUI Total Public Postsecondary Institution General Fund Operating Budget per FTE



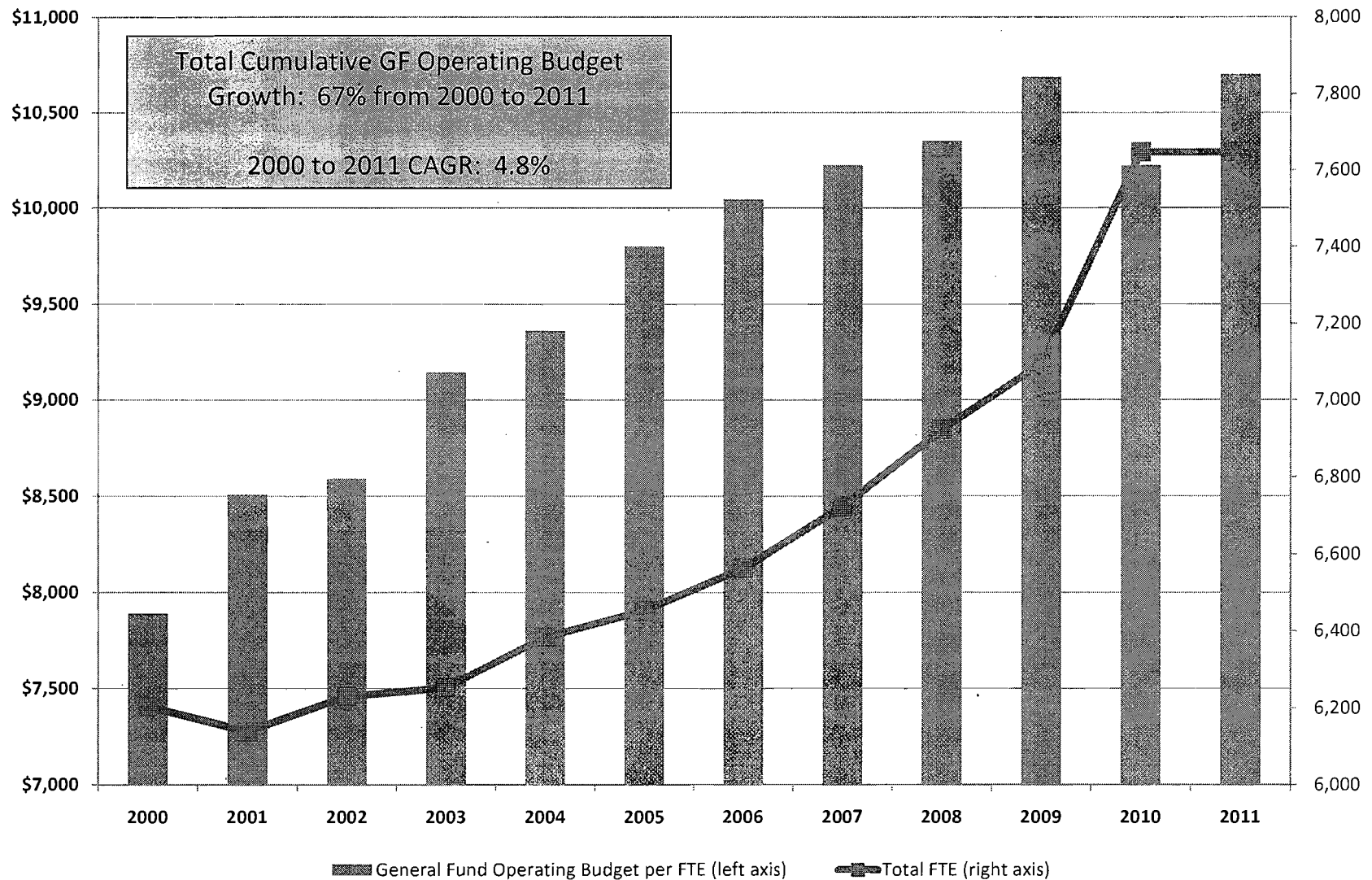
PU Total Public Postsecondary Institution General Fund Operating Budget per FTE



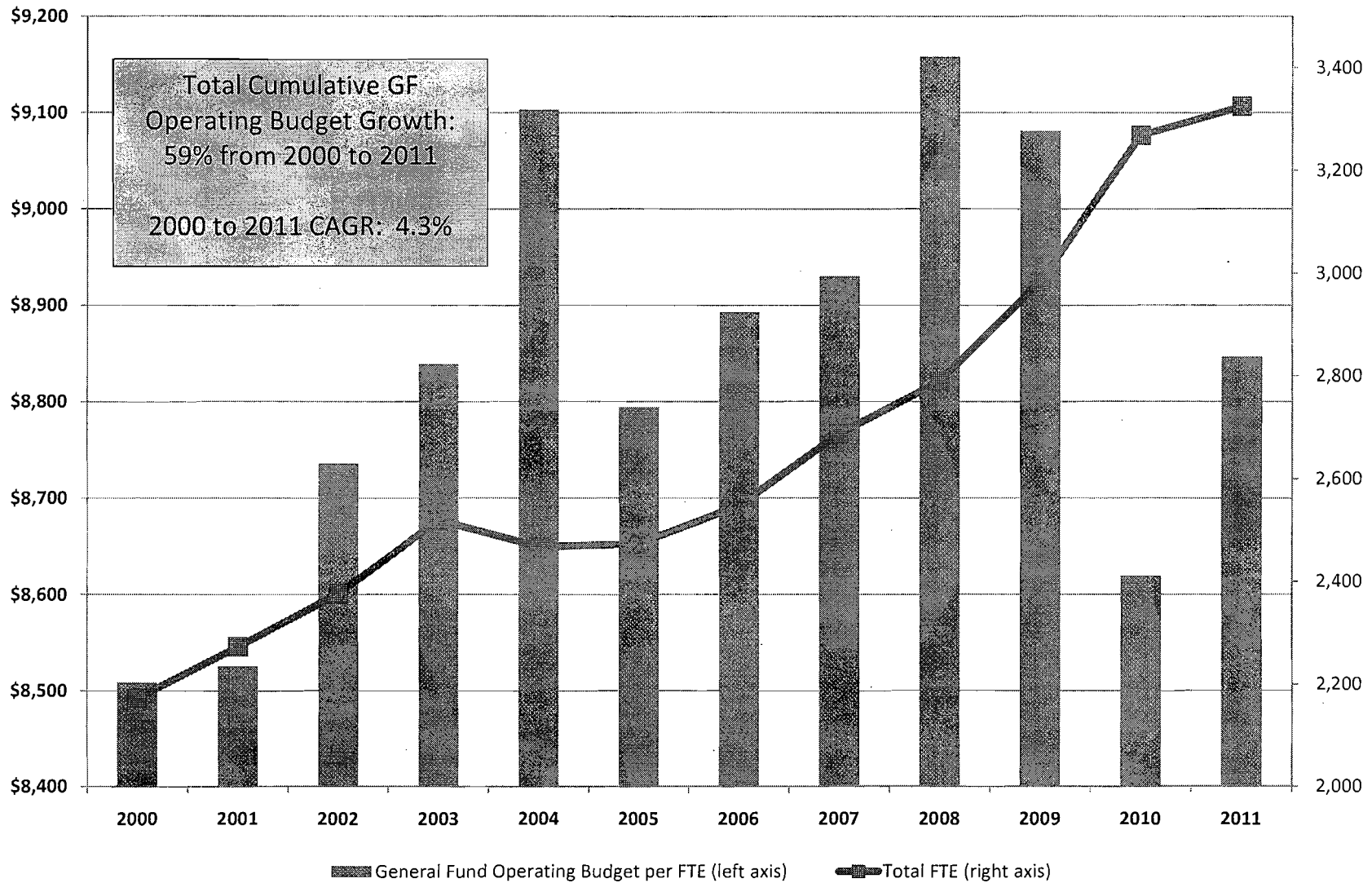
PUWL Total Public Postsecondary Institution General Fund Operating Budget per FTE



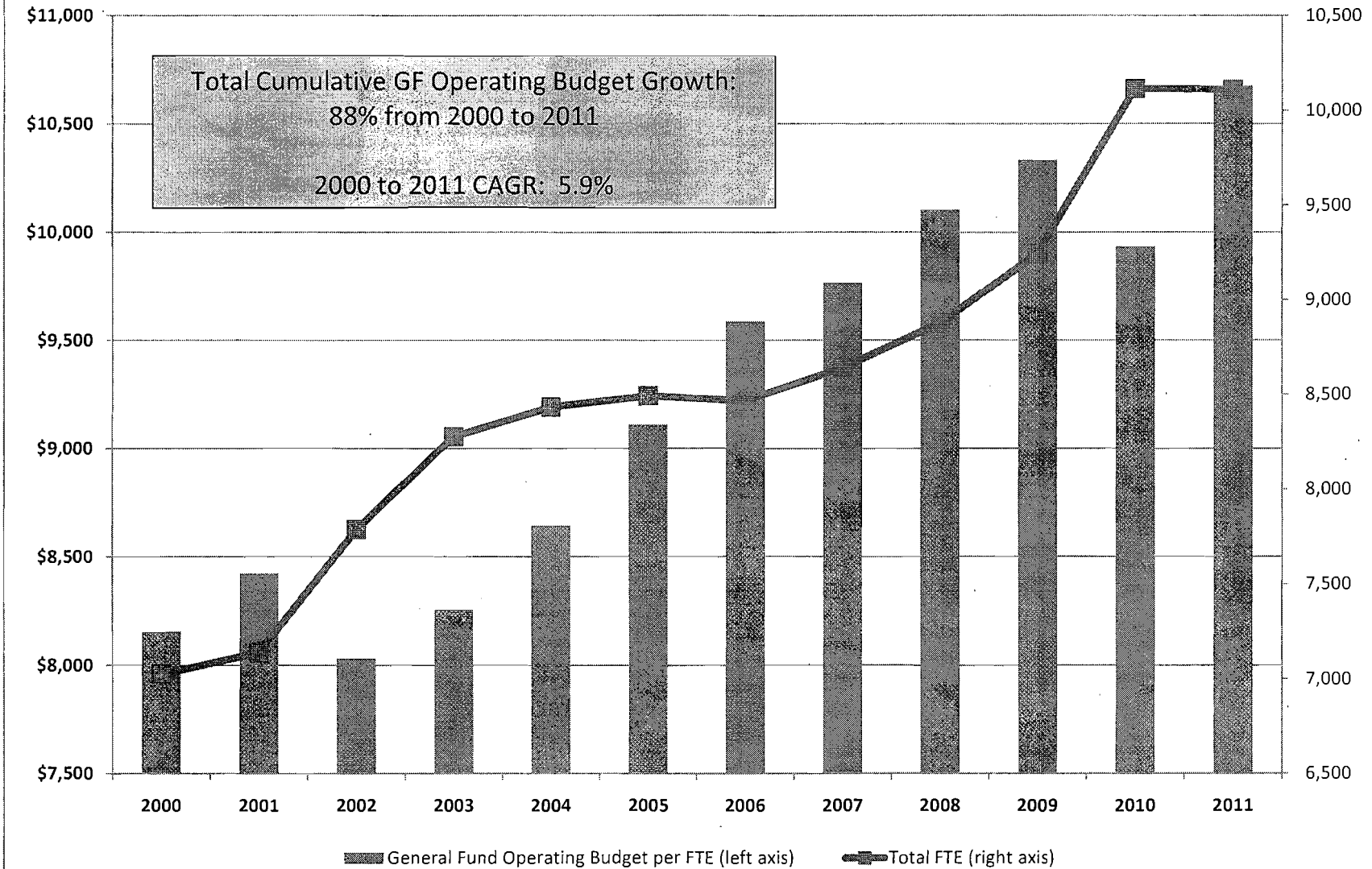
PUC Total Public Postsecondary Institution General Fund Operating Budget per FTE



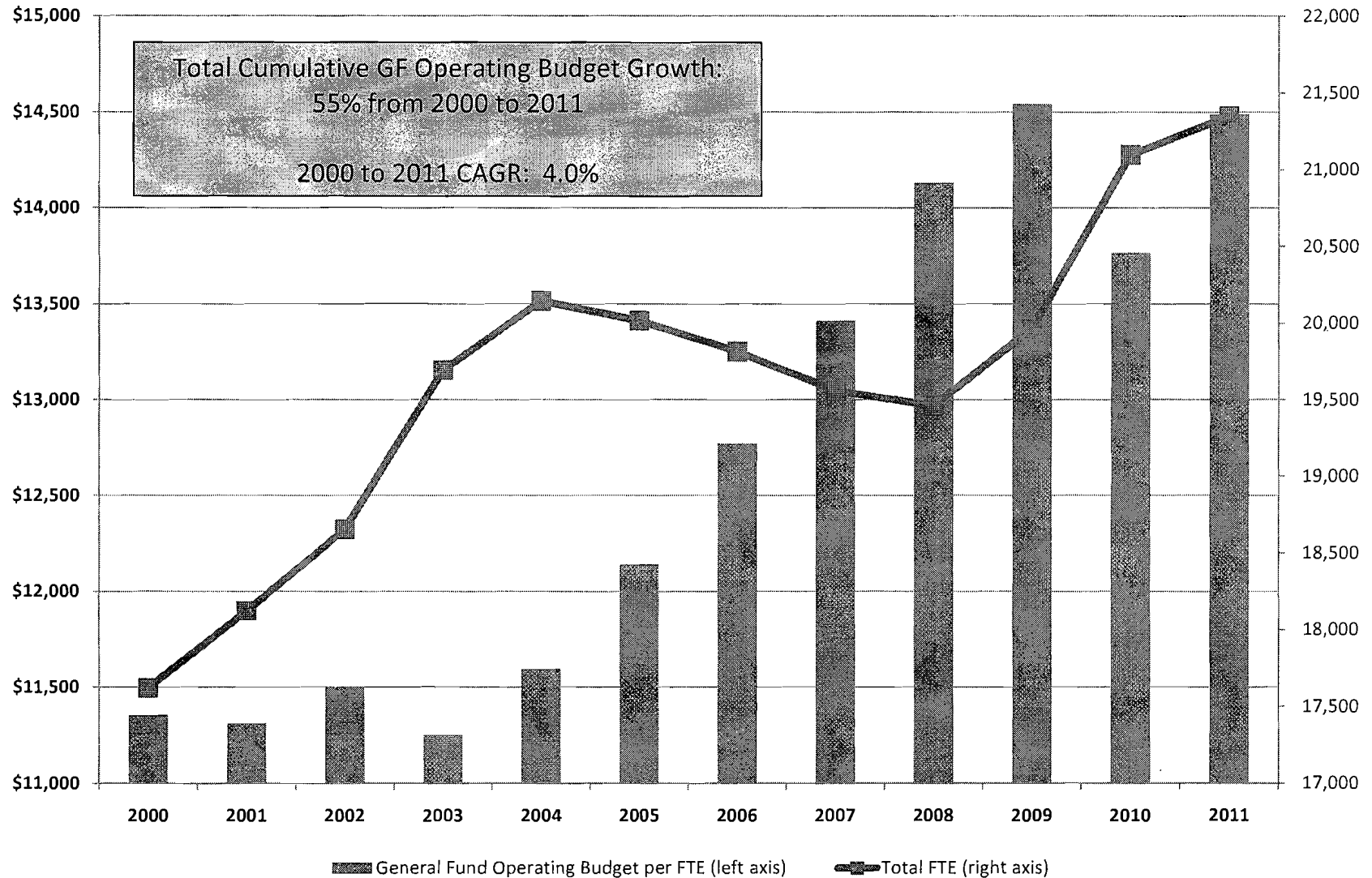
PUNC Total Public Postsecondary Institution General Fund Operating Budget per FTE



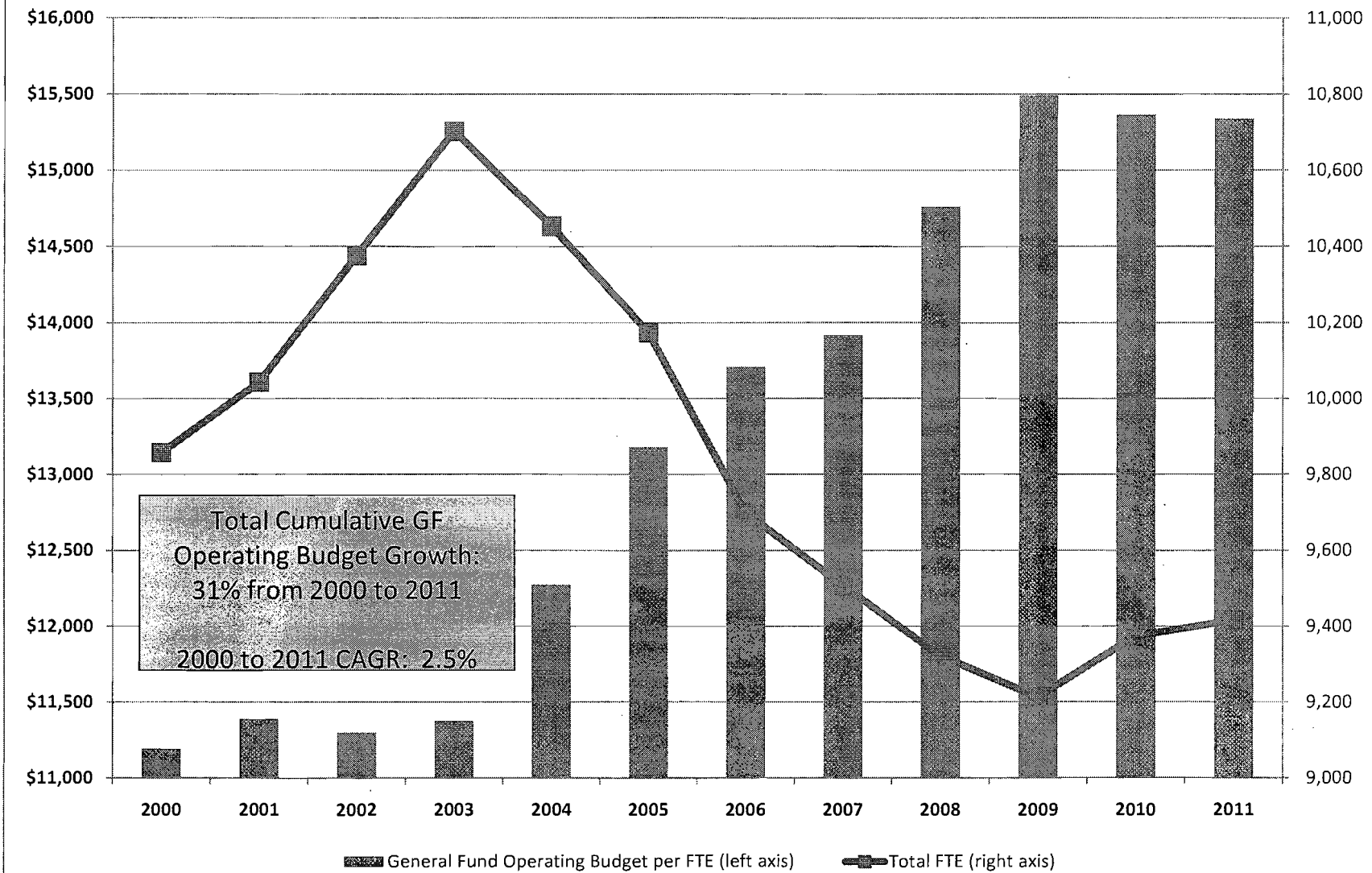
IPFW Total Public Postsecondary Institution General Fund Operating Budget per FTE



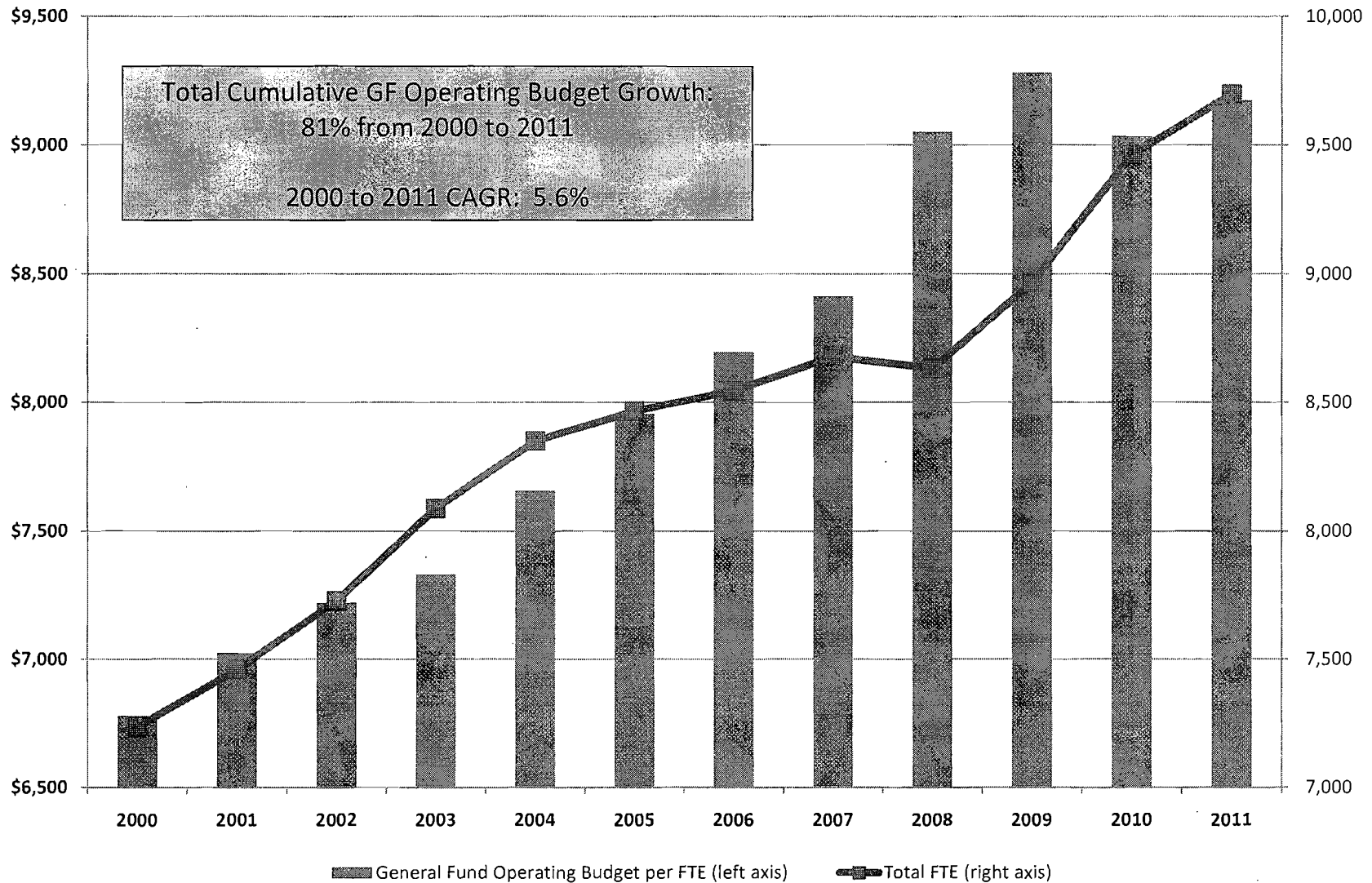
BSU Total Public Postsecondary Institution General Fund Operating Budget per FTE



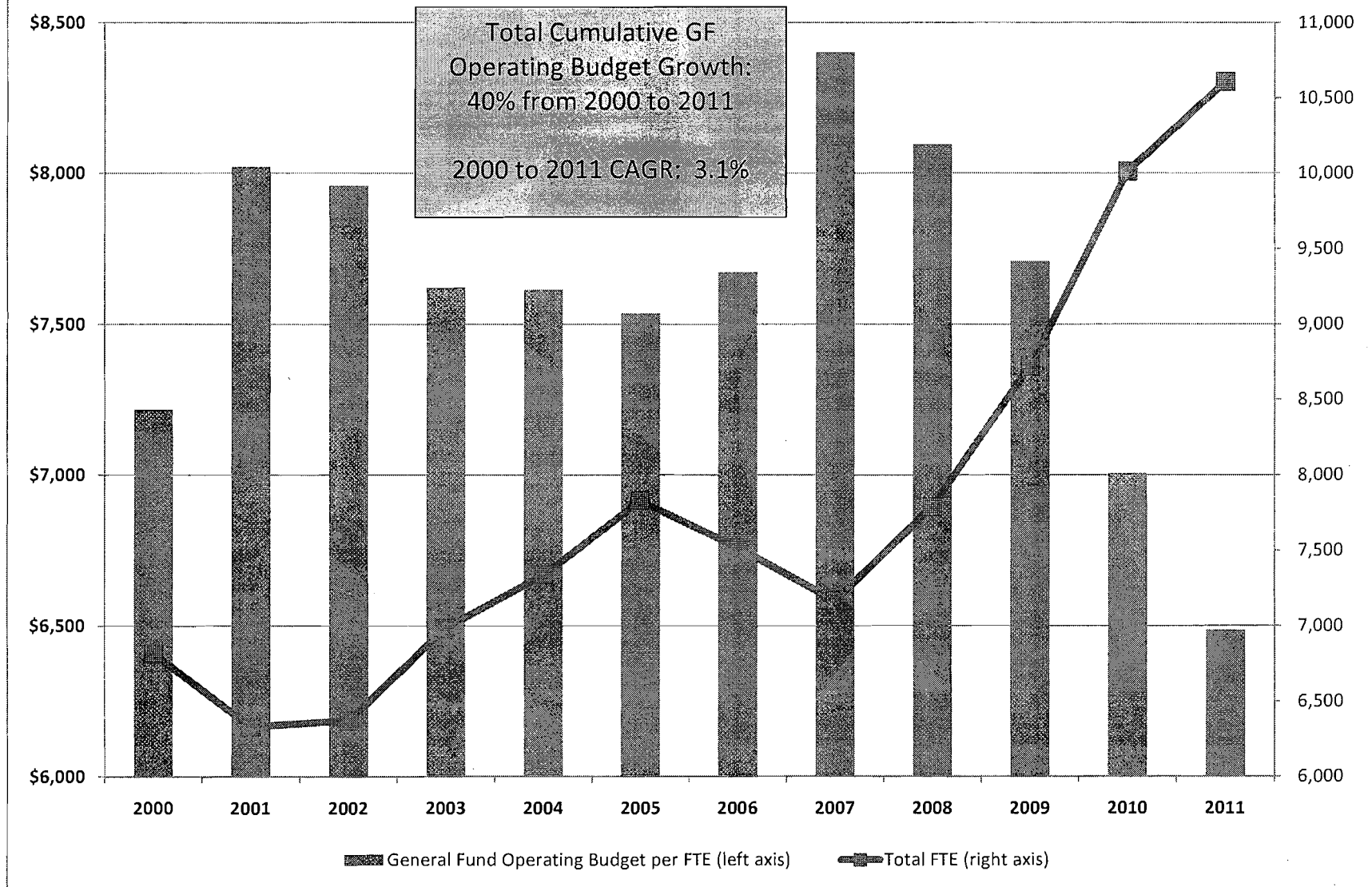
ISU Total Public Postsecondary Institution General Fund Operating Budget per FTE



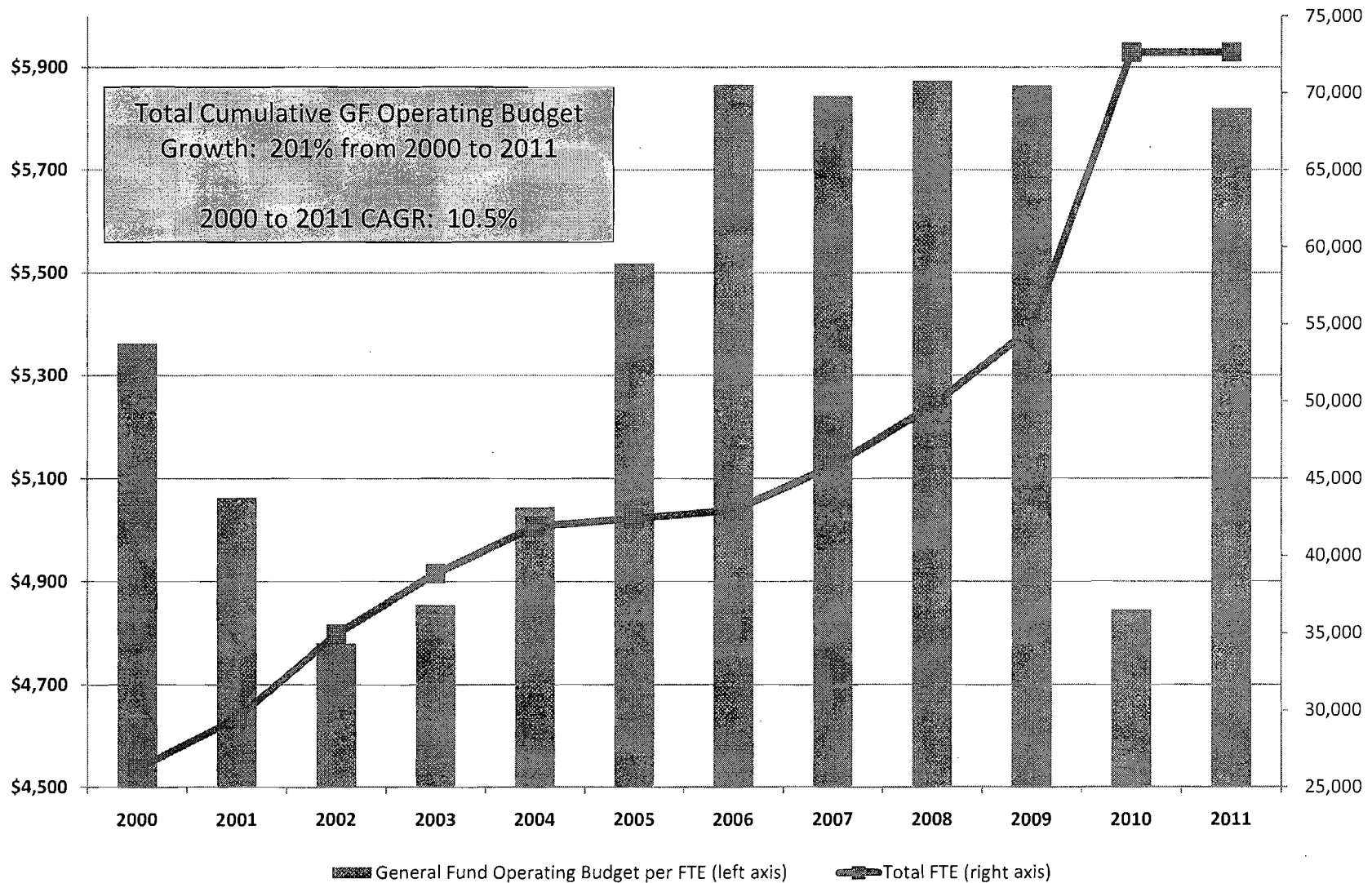
USI Total Public Postsecondary Institution General Fund Operating Budget per FTE



VU Total Public Postsecondary Institution General Fund Operating Budget per FTE



Ivy Tech Total Public Postsecondary Institution General Fund Operating Budget per FTE



FINAL REPORT

Interim Study Committee on Education Issues

I. LEGISLATIVE COUNCIL DIRECTIVE

The Legislative Council directed the Committee to do the following:

- A. The causes of low graduation rates in Indiana high schools (SEA 85, HB 1369);
- B. Best practices that increase graduation rates in high schools in Indiana and other states (SEA 85, HB 1369);
- C. Training and technical assistance opportunities for high schools to effectively address low graduation rates (SEA 85, HB 1369);
- D. The impact that school counselors, teachers, school administrators, and parents have on graduation rates (SEA 85, HB 1369);
- E. Superintendent compensation throughout Indiana, including salary and salary related fringe benefits and accident, sickness, health, dental, and retirement benefits, as well as whether the establishment of a statewide salary schedule based upon school corporation ADM would be beneficial to governing bodies and the state (HB 1369); and
- F. The placement of students in special education programs and the waiver process for high school graduation for students in special education programs (HB 1380).

II. INTRODUCTION AND REASONS FOR STUDY

The topics assigned to the Committee were derived from subjects contained in legislation introduced during the 2011 Session of the General Assembly.

III. SUMMARY OF WORK PROGRAM

The Committee met 3 times during the interim:

July 28. The Committee met to hear testimony and discuss superintendent compensation in Indiana.

August 25. The Committee met to hear testimony and discuss superintendent compensation and high school graduation rates.

September 29. The Committee met to hear testimony and discuss the following:

- (1) Superintendent compensation.
- (2) Five (5) and six (6) year high school graduation rates.
- (3) College completion rates.
- (4) Possible legislation to be introduced during the 2012 Session of the General Assembly.
- (5) The Committee's final report.

The Committee did not have time to address the issues of placement of students in special education programs and the waiver process for high school graduation for students in special education programs.

IV. SUMMARY OF TESTIMONY

Superintendent Compensation:

The Committee heard testimony from the following individuals:

Dr. Dennis Brooks, senior assistant to Superintendent of Public Instruction Tony Bennett: Dr. Bennett feels that the process of superintendent compensation needs to be transparent and focused on performance, and that school corporations need the flexibility to attract the best candidates for superintendent and to be competitive with districts in other states. He would not support salary caps for superintendents.

Dr. Tom Little, president, Indiana Association of Public School Superintendents and superintendent of the Perry Township, Marion County, school corporation: The primary questions for consideration are:

- How much is a chief executive officer who is responsible for the education and safety of children worth?
- Who should set the amount of the CEO's worth, a school board that is in the position to know local needs, or the state?

He pointed out that school boards assemble compensation packages to attract and retain the best candidates, and opposes salary caps.

Dr. Jeff Butts, superintendent of the Wayne Township, Marion County, school corporation: He explained that the severance package received by a previous Wayne Township superintendent, a package that many considered excessive, is not the norm for Wayne Township or other school corporations.

Dr. Ron Barnes, a former superintendent who is now a search consultant for school boards: While he favors performance-based contracts, he thinks a salary cap would be bad public policy, as artificially capping compensation would dramatically limit an already limited pool of candidates. Very few candidates from outside Indiana apply for Indiana superintendent positions, and he thinks the high turnover rate among Indiana superintendents would rise with caps.

Dr. Eugene White, superintendent of Indianapolis Public Schools: He urged the Committee to leave salaries as an item of local control.

Chris Himsel, superintendent of the Northwest Allen School Corporation: Every community is different, and a school board is elected to know its community. Thus, the board is in the best position to set the salary necessary to attract a superintendent to the school corporation.

Ron Felger, president of the Northwest Allen school board: School boards take their jobs seriously, and salary decisions are best left at the local level.

Frank Bush, Indiana School Boards Association: A local school board needs to have the flexibility to make decisions in the best interests of the local community. School boards will not appreciate a cap that would make it difficult to perform the job of choosing the best superintendent for their school corporations.

High School Graduation Rates:

The Committee heard testimony from the following individuals:

Sen. Jean Leising: She had filed a bill requesting the study because of concerns over the wide range of graduation rates around the state, and to learn what practices school corporations with high rates are using that other corporations may use. She pointed out that one out of five high schools in Indiana has a graduation rate of less than 70%.

Dan Clark, representing the Department of Education (DoE), the Education Roundtable, and the Commission for Higher Education, and Kim Clement, DoE: They answered questions about graduation waivers, which are given for students who have completed academic requirements but have been unable to pass the graduation qualification examination. They also distributed information concerning the percentage and types of high school diplomas awarded, and the percentage of students receiving each diploma who need remediation in postsecondary education.

Terry Spradlin, Director of Education Policy for the Center for Evaluation and Education Policy: He presented and discussed information concerning graduation rates and dropout prevention strategies in Indiana. Speaking of behalf of Indiana University, he pointed out that IU has been active in working with high school students through an on-line school, dual credit programs, and mentoring. Once students enter IU, the school is focusing on engaging the students and making sure that they make a successful transition into higher education.

Gail Zeheralis, Indiana State Teachers Association: She stated that students dropping out often stems from societal and family pressures, but schools, teachers, and counselors can influence students. Inviting teacher input and participation is vital in improving the school environment and keeping students engaged and in school, as is increased professional development. She pointed out that state funding for programs that could be successful in keeping students in school has decreased over the years.

Dr. Eugene White, superintendent, Indianapolis Public Schools (IPS): IPS has been focusing on improving graduation rates for the last six years, and has seen significant improvements since 2009. Among the methods IPS has used to improve the rates are students taking leadership roles in their own educations, effective teaching, teacher professional development, enhanced technology, alternative schools, learning centers, credit recovery, mentors, enhanced parent involvement, and enhanced community involvement.

Robert Schultz, Indiana Wesleyan University: He presented information concerning Indiana graduation rates, dropouts, and strategies, and also stressed the importance of including students in developing strategies for keeping students in school.

Paul McGuinness, Purdue University North Central (PNC): PNC has two programs in which it works with high school students to keep them in school and continuing to postsecondary education. These programs, Talent Search and College Bound, begin working with students in middle school and continue through high school.

John Newby, Ivy Tech State College: Ivy Tech works with high school administrations and students through dual credit and early college programs. The dual credit programs have grown by about 20% in each of the last two years.

Judy Bardonner, Marian University: Marian sponsors programs to increase graduation rates, including the YouthBuild Indy GED program

and the Summer Learning Institute.

Julie Baumgart, Indiana School Counselors Association, presented information concerning the role of school counselors and school counselor/student ratios.

Chris Slaten, Assistant Professor in the Counseling and Development Program at Purdue University, West Lafayette: He discussed several research studies that showed that mental health interventions, such as those provided by school counselors, improved academic outcomes for the students.

Amanda Fitzgerald, American School Counselors Association (ASCA): She discussed the Indiana Gold Star Initiative, in which schools adopt the recognized ASCA model program for counselors.

Josette Rider, executive director of Big Brothers Big Sisters of Northeast Indiana: The organization provides mentors for children at risk, including children who are at risk of dropping out. In her district, 100% of the students who had mentors and were eligible to graduate in 2011 graduated with Core 40 diplomas.

College Completion Rates:

The Committee heard testimony from the following individuals: (to be completed following the September 29 meeting)

V. COMMITTEE FINDINGS AND RECOMMENDATIONS

The Committee made the following findings of fact: (to be completed following the September 29 meeting)

The Committee made the following recommendations: (to be completed following the September 29 meeting)

WITNESS LIST

John Applegate, Indiana University
Julie Baumgart, Indiana School Counselors Association
Tom Bear, University of Evansville
Dennis Brooks, Senior Advisor to the State Superintendent of Public Instruction,
Indiana Department of Education
Dan Clark, Indiana Department of Education, Indiana Education Roundtable, Indiana
Commission For Higher Education
Karen Diamond, Purdue University
John Ellis, Indiana Association of Public School Superintendents
Gretchen Gutman, Ball State University
Lindan Hill, Marian University
Jeff Kucer, PNC Bank
Richard Ludwick, Independent Colleges of Indiana
Ted Maple, United Way of Central Indiana
Paul McGuinness, Purdue University North Central
John Newby, Ivy Tech
Josette Rider, Big Brothers Big Sisters of Northeast Indiana
Robert Schultz, Indiana Wesleyan University
Christopher Slaten, Indiana School Counselors Association
Terry Spradlin, Center For Evaluation & Education Policy, Indiana University
Jeff Terp, Ivy Tech
Dianna Wallace, Indiana Association for the Education of Young Children, IAEYC
Eugene White, Indianapolis Public Schools
Dale Whittaker, Purdue University